DOCUMENT RESUME

ED 287 616 PS 016 962

AUTHOR Tomlinson, Ancelyn E.
TITLE Increasing Parent Involvement in the Learning Activities of Intermediate (Grades 4-6) Students.
PUB DATE 87
NOTE 135p.; Ed.D. Practicum, Nova. University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Attendance; Cooperative Planning; Hispanic Americans; *Homework; Intermediate Grades; Paraprofessional School Personnel; Parent Influence; *Parent Participation; Parent Responsibility; *Parent School Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; Parent Workshops; Program Development; Records (Forms); Tutors; Volunteers; *Volunteer Training
IDENTIFIERS *Monitoring; Parent Teacher Association

ABSTRACT

Conducted in a school serving mainly Hispanic children, this practicum implemented an intervention designed to increase parents' involvement in the learning activities of their children. Practicum goals were to: (1) increase parents' attendance at Parent Teacher Association (PTA) meetings; (2) increase parents' attendance at parent-teacher conferences; (3) improve and promote parents' consistent monitoring of their children's homework, ensuring the completion of 720 assignments; and (4) increase parents' participation as volunteers in and out of the classroom. To achieve these goals, a parent volunteer program was developed. By means of a series of workshops, parents were informed of the importance of participating in their children's educational programs. Practicum evaluation data indicated that the parent volunteer program was a positive and successful experience for teachers and volunteers. All projected goals were achieved, namely, 80 percent of parents attended PTA meetings; 90 percent attended parent-teacher conferences; 90 percent of students completed 720 assignments; and 35 parents volunteered 1,225 hours of service. Related materials are appended. (Author/RH)

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Increasing Parent Involvement in the Learning Activities of Intermediate (grades 4-6) Students

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Increasing Parent Involvement in the Learning Activities of Intermediate (grades 4-6) Students

by

Ancelyn E. Tomlinson

Cluster XVIII

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctorate of Education

NOVA UNIVERSITY

1987

PS 016962

PRACTICUM APPROVAL SHEET

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Approved:

Sept. 16, 1987

Date of Final Approval of Report

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ABSTRACT

Increasing Parent Involvement in the Learning Activities of Intermediate (grades 4-6) Students.
Tomlinson, Ancelyn E., 1987: Practicum Report, Nova University, Ed.D. Early and Middle Childhood Education Program.
Descriptors: Parent Influence/Parent Participation/Parent Involvement/Parent Responsibility/Parent School Relationship/Parent Teacher Conferences/Parent Teacher Cooperation/Cooperative Planning/Parent Workshops/Parent Student Relationship/Volunteer Training/Volunteers/Tutors/Paraprofessional School Personnel.

This practicum addressed the problem of a definite lack of parent involvement in the learning activities of students. Existing literature indicates that parents are unaware of the roles they can play to facilitate their children's educational growth. Many parents lack the skill necessary to help their own children with homework assignments. They feel intimidated by the school environment resulting in their unresponsiveness and unsupportiveness to teacher/school requests.

The writer's goals were: (1) to increase parents' attendance at PTA meetings; (2) to increase parents' attendance at parent/teacher conferences; (3) to improve and promote parents' consistent monitoring of children's homework assignments and insuring the completion of 720 assignments, signed by parents and returned to the teacher; and (4) to improve parents' participation as volunteers in and out of the classroom. In order to achieve these goals, the writer designed and implemented a parent volunteer program. By means of workshops, parents were made aware of the importance of participation in their children's educational program.

The results of the practicum were positive. Analysis of the data revealed that the implementation of a parent volunteer program proved to be a positive and successful experience for both teachers and volunteers. All projected goals were achieved. Eighty percent of parents attended PTA meetings, 90% attended parent/teacher conferences, 90% of students completed 720 assignments, and 35 parents volunteered 1,225 hours of service.

CHAPTER I

INTRODUCTION

Description of Community

The spotlight of world publicity dramatized the most recent influx of political refugees to this country when thousands of Cubans were granted asylum in the United States during the years 1980-1981. These refugees came to the United States and a large majority have remained in south Florida. A newspaper article (1983) stated that "90,000 of the recent Mariel refugees are now in ____ County". Based on a survey and reported by a newspaper (1983) it would appear that "bilingualism continues to divide ____ County along racial and ethnic lines". It was striking to note that younger Cuban-Americans were far more likely than older Cuban-Americans to say no to bilingualism. A majority of Cubans, thirty-five years and younger still support bilingualism. The older Cubans, such as the first and second generation family members, refused to learn English.

Thousands of these Spanish-speaking pupils are attending county public schools. Consequently, there were and still are language difficulties involved in providing for the academic needs of these students. Many students need individual attention due to their limited English speaking proficiency.

According to the 1985-86 end of year report of this south central area inner-city County Public School, of the 850 students currently in attendance from grades kindergarten through six, 95% are Hispanic, 3% are Anglo and 2% are cited as other. The average class size is about 32.

Along with the principal and assistant principal the teaching faculty is comprised of 30 full-time teachers, 5 teacher-aides, and 2 volunteers.

To provide for the academic needs of its majority Hispanic enrollment, the school offers two distinct programs: English for Speakers of Other Languages (ESOL), and Bilingual Curriculum Content (BCC). These classes are designed to help 150 students of limited English speaking proficiency to increase their knowledge of the English Language and ease the transition from Spanish to English and vice versa. By so doing, the students would be able to comprehend subject matter taught in English by classroom teachers.

In addition to the Bilingual Program, the primary classes particiapte in the County Primary Education Program (PREP). This program is a tool used for identifying, instructing, and advancing students in need of remediation. Its intermediate counterpart is the Compensatory Education Program which serves selective students who are very deficient in the basic skills of reading, writing, and mathematics.

Teachers especially in the intermediate grades (4-6) have increasing evidence that their students need much more individualized attention than they are able to give in the basic skills area. Teachers as well as parents have voiced their concerns about students developing good work/study habits. A few members of the Parent Teacher Association (PTA) are responsible for the social events of the school.

Among the top priorities at this school are good attendance, punctuality, academic progress, and conduct. Teachers and students take pride in maintaining excellent standards, especially in the areas designated above.

Approximately 85% of the students at this school were born in different cities of the United States but now reside in south Florida. Students are from low middle-class socio-economic homes with very strong cultural family values. Most of the parents have a high school education from their country of origin. Their means of livelihood are distributed over a wide range such as gardener, cashier, salesperson, waitress, cook, janitor, mechanic, painter, clerical workers, teachers, building contractors, bank clerks, computer analyst, and many more in the technological fields.

Writer's Roles and Responsibilities

Through careful planning, great effort and concern for individual needs, it is the responsibility of the classroom teachers, including this writer, to provide instruction in the basic areas of reading, writing, mathematics, and in the content area studies of science, social studies, and health.

Being the grade four chairperson, the writer meets biweekly with three other grade four teachers, and once every month with the bilingual and special education teachers. During these forty-five minute periods, problems which might affect the total grade group or problems with any individual child or in any individual classroom are discussed. Long range plans within the academic areas are often discussed.

One of the major responsibilities of the writer is to change cultural differences into cultural advantages. By so doing, she provides the children with a program which gives them opportunities to feel secure, to feel accepted, to receive peer recognition, and to achieve success in learning. The writer assists in developing children's ego strengths

through encouragement and sincere praise. It is especially important that children maintain a happy and relaxed attitude in a school where they are free to converse, to enjoy and share experiences, to use language, and to make mistakes and correct them.

However, to provide solutions to some of the great challenges that face the school at this time such as over-crowded classrooms, the recognition of broad areas of special learning problems, and the realization of the vital need for individualized tutoring and small group teaching, the writer had a another major task of motivating parents to get involved with the school's activities as well as their children's learning experiences. The school strives to get the parents interested and actively involved because it recognizes the value of parent volunteers both in spurring motivation and giving individual attention to specific learning needs.

The writer had to find a way to tap the resources of volunteer efforts. Therefore specific responsibilities relevant to the problem discussed in this practicum include the following:

1) Motivate parents to get involved with their children's academic progress as well as the school's programs.
2) Recruit and orient parents to specific needs, skills, interests, and talents.
3) Coordinate efforts of teachers and parent volunteers to meet individual needs of children.
4) Train teachers in working with volunteers.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

For many years, some educators believed that the school should be responsible for the majority of the child's education. Recently, many educators, politicians, parents, and citizens were initiating the practice of extending the locust for children's learning from school to the home. Shea and Hoffman (1976) stated that the schools have been long aware of the need for information about, and an understanding of, the home background of the children. It was only recently that home-directed learning had been recognized as a potentially useful complement to classroom learning. They further stated, "A new dimension should be added to the curriculum reform movement of the past two decades. . . . parents as teachers of their children". (p.27)

Involvement of parents in the educational process is particularly important to the success of early and middle childhood programs, as it assists them in better understanding their children and facilitating their children's growth. The writer wanted to see many more parents getting actively involved in the activities of the school.

As stated before, there were only five teacher aides and two volunteers at this designated school. The volunteers had been selected by a second and third grade teacher and their job was mostly clerical. There were no volunteers in the intermediate grades. Teachers, pressed for time, often found it difficult to adequately

provide and attend to the academic needs of individual students. Classrooms sizes had grown considerably to an average of approximately 32, which again added to the improbability of individualized tutoring.

Despite the school's encouragement of parent involvement, a number of problems had become apparent over the last two years. The number of parents attending PTA meetings was gradually decreasing and so they were unaware of what was happening in the school. Teachers reported that only a very few parents were attending parent-teacher conferences, and only about 20% of students attempted to do and probably completed homework assignments. Parents were not monitoring their children's given assignments and putting their signature on them.

When parents were informally questioned by the writer about the various problems, some parents thought that they were not mentally equipped to assist teachers and students, some thought that they were not to be seen in the school working with the children, some were reluctant to participate in cultural and social events due to their limited English proficiency, and some were unaware of the roles they could perform.

Briefly stated, the problem was that many parents of intermediate (grades 4-6) students lacked the interest to participate and were not actively involved in their children's learning experiences, as well as the cultural and social developmental programs provided by the school.

Documentation of the Problem

The attendance of parents at PTA meetings had gradually decreased over the past year, as can be seen in Table 1 below. About 18% of 850 parents had attended meetings.

Table 1

PTA Attendance Record, 1985-86 - Intermediate Grades

Dates	Attendance	Possible Attendance
9/24/85	130	293
10/23/85	140	293
11/19/85	150	293
12/17/85	105	293
01/28/86	94	293
02/26/86	88	293
03/18/86	75	293
04/22/86	80	293
05/13/86	60	293
06/17/86	55	293

Teachers also reported that parents failed to attend parent-teacher conferences, even though they were notified in writing and were given ample time to reschedule appointments at their convenience. Table 2 shows that only approximately 25% of the scheduled appointments in each class were kept.

Table 2

Record of Parent/Teacher Conferences, 1985-86

	No. of Conference Scheduled					No. of Parents Attending				
Grade 4: Terms	1	2	3	4	Total	1	2	3	4	Total
Class A	32	30	30	28	120	13	9	5	4	31
Class B	31	31	29	26	117	10	7	6	2	25
Class C	32	32	30	30	124	11	6	4	2	23
Grade 5:										
Class A	32	31	30	30	123	12	10	8	6	36
Class B	30	30	28	27	115	11	10	6	5	32
Class C	31	31	27	26	115	10	9	5	4	28
Grade 6:										
Class A	28	28	27	26	109	12	8	6	4	30
Class B	29	29	25	23	106	10	6	5	2	23
Class C	28	28	26	24	106	11	7	3	1	22
Class D	27	27	24	23	101	8	7	5	2	22

Another report from teachers was that many students had not been doing their homework although notices had been sent home repeatedly to their parents, yet very little had been done to improve the situation. Based on the writer's survey of parents (see Table 3) it was evident that in the homes

the native language (Spanish) was frequently and consistently spoken, in some cases, more than English. It was also indicative that out of 194 responses to the questionnaire, 19% of parents helped children with homework assignment, 21% read with children at home, 24% understood children's homework assignment, discuss school activities with children, attended PTA meetings, support school activities, 10% participate in school activities, 33% attend parent/teacher conferences, and 88% of parents work. Only 6% could afford to have tutors for children at home.

Table 3

Parent Survey, June 1986

	Grades: 4	5	6	Total	
No. of Questionnaires sent out	84	83	96	263	
No. of Questionnaires returned	62	60	72	194	

		Parent Responses				%
1.	Two parent family	35	29	46	110	56
2.	Single parent family	27	21	26	74	38
3.	One child in home	15	18	12	45	23
4.	More than one child in home	47	42	60	149	76
5.	Parents work	55	53	64	172	88
6.	Low-income wages	53	50	62	165	85
7.	Older relatives living at home	60	58	69	187	96
8.	Subscribe to English Newspaper	10	8	18	36	18
9.	Subscribe to Spanish Newspaper	12	19	21	52	26
10.	Spanish is the native language	62	60	72	194	100
11.	Spanish is frequently spoken at home	62	60	72	194	100
12.	Parents with high school education	36	29	38	103	53
13.	Read with children at home	19	16	7	42	21
14.	Help children with homework	12	14	11	37	19
15.	Speak English fluently	13	15	27	55	28
16.	Speak very little English	49	45	45	139	71
17.	Understand children's homework	17	19	12	48	24
18.	Have tutor for children at home	4	6	2	12	6
19.	Children like to read at home	25	28	31	84	43
20.	Have a library at home	13	12	14	39	20
21.	Discuss school activities with children	10	15	23	48	24
22.	Attend PTA meetings	15	13	17	45	23
23.	Participate in school activities	5	6	9	20	10
24.	Support school activities	12	10	25	47	24
25.	Attend parent/teacher conferences	25	19	21	65	33

Conversations and informal interviews with many parents revealed that they did not think that their assistance was particularly needed nor appreciated. A frequent excuse was their commitment to the family and jobs. Several stated that they did not have the "patience" nor the "skills" to teach children. Still other individuals said they were not asked to do anything even though they wanted to be room mothers or wanted to accompany the children on field trips.

During informal talks with six teachers, they clearly admitted that their previous experiences with volunteers demanded too much of their instructional time. They simply did not have enough time to train volunteers in certain types of activities and to adequately specify the purposes of many activities. Another reason was that volunteers were full of enthusiasm but unschooled in the methodology and so tended to take matters of teaching and discipline into their own hands. However, teachers have frequently requested teacher aides to help alleviate the work load, but with the school operating on a meagre budget, their requests were denied.

In addition to talking with teachers and parents, this writer also talked with the five teacher aides and two volunteers who were at that time already working in the school. They reported that they were quite happy with what they were doing although the needs of the children far exceeded the time they could afford to give.

However, the volunteers themselves had two main fears. One was the fear that it wouldn't be worthwhile, that their efforts wouldn't make any difference to the children. The other was the fear of their own incompetence.

Analysis of the Problem

One glaring cause of this particular problem was that a well-organized parent volunteer program had never been formed. Parents had never been given an open invitation to volunteer their services. The Parent Teacher Association (PTA) executives selected only a few parents with whom to work, and those few included room mothers.

Parents and other community persons were not adequately involved in the activities of the school to bring about positive changes. Citizens, business employees, parents, and students were not cooperatively engaged in extending and enriching student learning and insuring educational excellence to make a better world in the future. There was no active parent and citizen involvement in education to stimulate widespread support for education through the involvement and cooperation of all citizens. The writer found that many volunteers expressed the belief that the students' lives were in their hands today; however, tomorrow our lives will be in the hands of the students. Therefore, it was important that these students receive the best training possible.

Educators as well as parents had many fears about volunteers working with children in the classrooms. Probably the most threatened persons were the classroom teachers. They were used to conducting their classes behind closed doors. Then they were asked to accept a parent or another adult in the room to look over their shoulders, as it were, while they worked. When volunteer tutors were suggested, the teachers, by implication, were being told that they had failed and that individuals with no professional training were coming in to make up for their deficiencies. They and their

fellow professionals had not been able to teach some of the children to read, so volunteer tutors were coming in to do the job. Volunteers had been known to approach the job with fire in their eyes, as if it was up to them to "save the schools".

In the past the principal was not enthusiastic about using volunteers and transmitted this unwillingness to the teachers, because parents were inconsistent in their time commitment that they had made. About 88% of parents had full-time or part-time jobs which made it difficult for them to participate in the daily classroom activities. The few parents who had participated felt uncomfortable to be in the classroom with their own children. Parents thought that they were inept and inadequate because they did not have the skills needed to assist with instructional activities. For these reasons their enthusiasm gradually decreased and it created a feeling that formal education of their children was the sole responsibility of teachers.

Another fear of educators stemmed from an already overburdened school system. Administering a good volunteer program, which meant providing training and supervision as well as conducting recruitment drives and making sure the teachers could coordinate with the volunteers, took time that the principal simply didn't have. Similarly, classroom teachers' greatest need was time, and a volunteer program made further demands on them.

Likewise, volunteers thought that there was a lack of training, supervision, support, and evaluation with regards to their efforts. Consequently, they thought that their efforts would not make any

difference to the children. Again, potential parent volunteers expressed that there was no real recognition given for their services and maybe it was not worth their while to render their services. This made it difficult for them to see the relationship between volunteerism and school achievement.

The writer had found that many volunteers had a desire to help but did not know what they could do. Also, many volunteers lost interest rapidly because their talents were not put to good use or the coordinating group was poorly organized. Volunteers reported that lack of adequate training was one of the weakest points in most programs. Also, few had an opportunity to see any payoff because academic achievement of the students was not always measured.

Sometimes, of course, the realities proved disappointing. The school staff, for instance, was not terribly excited by the prospect of a parent volunteer program. The teachers did not really know how to use volunteers or what to do with them when they arrived for work. Their training and supervision were looked upon as just one more burden teachers had to bear, and the space for volunteers was not available nor adequate.

Related Literature

The literature in this area suggested that the involvement of parents in the educational process, particularly of young children, has become a priority of the eighties.

The use of classroom volunteers is a widespread phenomenon in American education. With increased emphasis on accountability and

an equally strong emphasis on individualized instruction, school systems are viewing the volunteer as a viable element in improving the quality of education. The volunteer can help free the teacher so that more children can get individual assistance and, hopefully, improve upon basic, social, and other needs.

A review of the literature indicates that few strategies for recruiting, training, and evaluating classroom volunteers have been developed. In addition, there is a need for proven strategies to be disseminated that would assist teachers with techniques to be used when working with volunteers. Studies by Gordon (1980) also have shown that educators are attempting to involve parents in school activities through curriculum changes and innovative programs.

Not only has the need for volunteers to help in the very process of learning become obvious, but they have proved their worth. They do not want to take over from the professional, the teacher finds. Far from it. Instead, they seek the teacher's guidance and direction. They are more aware than most of the good that is accomplished in school and have a genuine respect for the teacher. Sensitive to human relations, they regard themselves as guests in the schools. Yet they have proved to be as dependable as if they were paid. Many teachers have discovered that with a volunteer giving individual attention to the children who need it, they are free to teach at a regular pace - or to concentrate on the really difficult cases.

Most important, the work of the volunteers has had an impact. In many cases reading scores have improved. Carter (1984) reported on a Minneapolis survey of first graders, for instance, showed that in classes where volunteers served as assistant teachers, nearly half the children were reading beyond the first-grade level at the end of the year, some as far beyond as the third-grade level. In the classes without volunteers, on the other hand, few of the children reached the end of the first-grade level. But even in the absence of improved reading scores, teachers attest to the increased motivation and improved self-image of the children with whom volunteers work.

In short, the teaching profession has changed its mind about volunteers, and the welcome mat is out.

Dapper (1984) reported that in a city in Washington, a program called The Study Laboratory brought eighty sophomore underachievers together with forty-six volunteers who concentrated on attitudes and habits that make for academic success. They talked about getting along with people, punctuality, the importance of bringing needed books to class, or whatever the volunteers would talk about with their own sons and daughters. Grade point averages went up considerably, and there was only one dropout among the pupils participating.

In southeastern Florida, the Senior Citizen Teacher Aides program began with thirty-six retired men over fifty-five. They helped in nonteaching tasks such as preparing class materials for teachers, checking attendance, setting up class experiments, displays and demonstrations,

and helping pupils carry out assigned routine practice exercises. The men work mainly in industrial arts classes, and twenty-five women were recently added to the program as aides in the elementary schools.

Taranto (1984) reported on the phenomenal growth in school volunteerism in the state of Florida following its formal commitment to school volunteer programs and citizen involvement in educational programs. Backed by funding from the state legislature, the support of the state Commissioner of Education, and establishment of a statewide program coordinator-volunteers can now be found in 78% of the schools in the state. Support activities--including discount cards, training materials and conferences, awards, production of publicity materials--are conducted by the state department of education. However, each school district operates its program autonomously based on local needs and human resources available. Coordination and networking among schools is encouraged, as individuals share ideas and activities at periodic conferences and workshops and through Interlock, the program directory. The statewide Department of Education School Volunteer Program takes pride in having "put the public back into public education".

Parents, too, have begun to consider the potential for their own involvement in the teaching of their children (Lillie & Trohanis, 1976) and are seeking a more participatory role. As parents are willing and able to give their time and talent to

performing educational tasks, it becomes necessary for teachers to devote more time explaining instructional processes and goals to them.

The involvement of parents in exceptional education, according to Wolf (1982), results in benefits not only to children and teachers, but also to the parents themselves. Working in classrooms, they gain knowledge about the nature and scope of the educational program, knowledge which may lead to increasing public support of a school's goals. A volunteer working in his/her own child's classroom gains insights regarding the child's performance. In giving suggestions for increasing the success of a parent volunteer program, Wolf stressed that volunteers must be reliable, the staff must be appreciative of their efforts, and both teachers and volunteers must be willing to invest time and energy in making the program work.

Expressing concern over the relationship between schools and volunteers, Bernstein (1982) observed that participation in various areas of volunteer services is threatened by the social and economic realities of the 1980s. Women, who traditionally served in the parent organization and provided educational service in the classroom, have now entered the work force. The fact that many of these women--mothers of school age children--are heads of households creates an even greater need for support services such as after school programs while decreasing the number of women available to provide such services. Thus schools are challenged to find creative ways of offering these services.

Robb (1981) believes that persons from all walks of life should be considered as potential volunteers and should be provided the opportunity to share their talents and skills, no matter how small, if they wish to do so.

One point upon which the various sources agreed concerned preparation. Preparation is essential; without it the program will fail. According to Lundsteen and Tarrow (1981), the preparation phase should include:

1. Decision to implement a parent-involvement program
2. Assessment of needs (school and parents)
3. Study of existing programs and establishment of objectives
4. Determination of means of evaluation
5. Selection of leaders
6. Orientation and preparation for staff members

Swick and Duff (1978) stressed the need for a mutually supportive relationship between teacher and parent--a partnership or teaming, so to speak. Accomplishment results from a cooperative attitude, sensitivity to the needs of parents in the classroom, and acknowledgement of the volunteer role. Matching "existing needs" with available "parent resources" is considered to be a vital part of the development and management of a successful program. Suchara (1982) agreed with the school/home "alliance" concept as she wrote that teachers and administrators need guidance in uniting with parents in efforts to improve schools.

Kelly (1981) urges teachers to adapt programs involving parents to the needs of families with varying lifestyles and work schedules. Many people, according to Bernstein (1982), can contribute only "spot" time for special events. Therefore more flexible management is needed to stimulate greater participation.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goals/Expectations

The general goals of this practicum were to increase parent involvement and active participation in the educational, social, and cultural activities of the school. To motivate and increase the interest of parents in the learning activities of students would help to build and maintain a positive parent/school relationship.

Behavioral Expectations

At the end of ten months and upon completion of the practicum strategy, the goals that were projected for this practicum were met. They were as follows:

1. Eighty percent of 282 parents will attend 7 of 10 meetings regularly, as indicated by PTA attendance record.
2. Ninety percent of 282 parents will attend 3 of 4 teacher conferences, as shown by teachers' class records.
3. Parents will monitor homework assignments and 90% of children in each class will successfully complete 720 assignments, as recorded in teachers' grade books.
4. By the end of the school year 30 parents will volunteer the composite number of 600 hours (twice the number of students enrolled in the intermediate grades) in assisting teachers with instructional, instructional

related, and social related activities as is evidenced in activity log book.

Description of Evaluation Instruments

To obtain information measuring the success of this practicum, the following evaluation instruments were used:

1. A PTA Attendance Record for the school year 1986-87 was kept (see Appendix A). This instrument showed the dates of each meeting, the number and percentage of parents in attendance at each meeting. It enabled the writer to compare the increase/decrease of percentage of parents in attendance with the attendance at previous meetings.

2. A Parent/Teacher Conference Record (see Appendix B) was an instrument designed to record the number of conferences scheduled and the number of parents who attended. It showed the intermediate grade levels from 4-6 and the number of classes in each grade level. Another important aspect of this instrument was the listing of the four terms of the school year under which the number of conferences scheduled and the number of parents who attended for each term in each class and also in each grade level were documented. This instrument was essential as it enabled the writer to quickly notice the rise/fall in parents' attendance to conferences.

3. Teachers were given a Homework Assignment Record (see Appendix C)

designed similarly to the Parent/Teacher Conference Record. On this instrument the number of students in each class as well as the number of students who consistently did homework assignments were recorded.

4. To achieve the general goals of this major practicum, and to specifically note the increase of parent involvement and active participation in the educational, social and cultural activities of the school, the writer designed several instruments which led to the successful completion of this objective. A Volunteer Sign-In Sheet (see Appendix D) was given to each volunteer who worked regularly at the school site. Recorded on this instrument was the volunteer's name, grade in which worked, date, amount of hours worked and the name of teacher with whom he/she worked. Similar records including the activities done were kept for Occasional Volunteers and Volunteers Working at Home (see Appendices E and F).

5. A Volunteer Activity Log Book as seen in Appendix G was completed at the end of every nine weeks, or one term, for each class in every grade level. The information from Appendices D,E, and F which included the grade level, class, week, volunteers' and teachers' names, activities, and the hours spent was transferred to this log. This was done for four consecutive terms in order for the writer to keep an accurate check of the many volunteers who did various

activities at different times of the day at school as well as at home.

6. At the end of the school year and upon completion of the implementation period, the writer used the Parent Volunteer Record (see Appendix H) for her final count of the number of volunteers who participated in each grade level for four terms and the number of hours spent. This record also reflected the number of volunteers who participated with the total number of volunteer hours given during the ten months practicum experience.

7. The Progress Evaluation Form for Volunteers (see Appendix I) was an eight-item attitudinal scale designed to elicit information regarding volunteer satisfaction, mainly with their training, their role in the classroom, and their relationship with teachers and students.

8. The Progress Evaluation Form for Teachers (see Appendix J) an eight-item attitudinal scale designed to elicit information regarding teacher satisfaction with various aspects of the volunteer program, mainly volunteer capability and commitment and benefits of the program. These forms were collected and analyzed periodically for formative data and provided summative data at the end of the implementation period.

9. The Volunteer Program Evaluation (see Appendix K), which was completed by volunteers and teachers at the end of the

practicum experience, was also used as part of the summative evaluation. It was a two-part evaluation in which the first part is a six-statement device, which was designed specifically to measure the success of the volunteer program in enabling teachers to increase individualization and to offer additional educational experiences in the classroom. The second part consisted of three open-ended questions which encouraged elaboration as well as suggestions for improvement.

10. Since evaluation of the goals of this practicum was seen as a continuous process, conversation with volunteers and teachers and observation of volunteers' attitudes towards their commitment to tasks were also employed as evaluative techniques when appropriate. The writer kept a log in which she briefly noted the questions, concerns, significant details, and other relevant information about the program that was gathered from among the participants in the program. More about this kind of anecdotal record is reported in Chapter V.

CHAPTER IV

SOLUTION STRATEGY

Evaluation of Possible Solutions

The influx of large numbers of students into the classrooms of American public schools presents teachers with a variety of instructional, as well as non-instructional tasks. The need to recognize and address individual differences in students through the use of new school and classroom organizational patterns, such as the self-contained classroom, the departmentalized school, grouping for instruction, and individualized instruction constitute only a few such problems which lie outside the traditional role of classroom teachers. Examples of these problems are reflective of the efforts of the school systems to provide education for children impacted as a result of national and international conflict and societal unrest, the breakdown of the American family and traditions, court decisions, and other societal problems.

While reviewing the literature related to the problem a number of possible solutions were considered but found to be unsatisfactory as indicated:

1. Individual teachers requesting parents to help with housekeeping and clerical duties. On-the-job training was usually done by the teachers if academic assistance were needed.

   Sims (1979) found the solution unsatisfactory in and of itself since it usually leaves the talents and abilities

of the volunteers untapped, and the enthusiasm of the volunteers gradually faded away resulting in absenteeism.

2. The school's PTA was used to provide parent volunteers (Waring, 1978).

   One major disadvantage of this method was that most parents who would have liked to participate are left out or not asked. This was a very narrow path for only a selected few.

3. Volunteers were sent into the schools by private organizations (Venesky, 1980).

   There was no money at the writer's school to hire and pay volunteers. One point often overlooked, at least initially, was the importance of coordinating the training program with teachers with whom the volunteers would work. Teachers knew exactly what the volunteers could and couldn't do and what had been covered in their training.

   More than one volunteer program had died an early death because, after volunteers were recruited and sent out to schools requesting them, the teachers did not know how to use them or what to do with them. As disillusionment spread, the effort suffered a quick demise.

   In the three methods above there needed to be greater preservice and inservice training for volunteers and

teachers, There was lack of planning and coordination with teachers. The working relationship bewteen volunteers and staff was critical.

4. Wiedefeld (1982) mentioned mass recruitment of volunteers through the use of media (radio, TV, newspaper ads), was an excellent approach for established programs, as its efforts were designed to reach a larg number of potential volunteers to fill numerous positions. Although mass recruitment aroused community interest, it included personal contact to be effective. Follow-up with individual or small group contact was essential. However, advertising opened the door to all kinds of ensuing problems ---snooping mothers, reformers, people with emotional problems, and others.

   In the case of the writer's school, recruitment from the larger community was a sensitive issue. Parents had entrusted the education of their children to "good" teachers who treated children in a warm, personal manner. There was a great amount of culture and ethnicity involved. For those reasons, it was considered best to select volunteers (parents and grandparents) from within the school community.

5. Appoint a parent volunteer chairperson and an executive committee who would be responsible for the project.

   Deciding upon the chairperson was the most important decision of all. Strong and good leadership

seemed to be the only factor that was singled out as making a difference to the success or failure of a volunteer program; its size, its location, its target audience, had little to do with it and varied widely. Leadership, however, was partly an intangible quality, not entirely susceptible to definition.

Brock (1976) maintained that a parent was not able to provide the proper authority or accurate evaluation. However, this writer felt that the project in her work setting could be planned and coordinated by staff members with responsibilities delegated to parents.

6. Another possible alternative was to hire a volunteer coordinator (Thomas, 1981).

To get a good program, the way to begin was with the volunteer coordinator. This method was costly and was therefore not financially feasible.

It was seen that there were many approaches to get parents interested and involved in the various school activities. The success of a volunteer program was not hinged on one single approach but on a conglomeration of many approaches. The fact that high school and college students, housewives, professionals, and retired men and women were volunteering by the thousands meant that there is an enormous reserve of good will and labor available. It also meant that academic help for children is a cause

which had wide appeal.

Description of and Justification for Solution Selected.

In selecting an appropriate solution strategy to increase parent involvement in the learning activities of intermediate students, the writer thought that the development and implementation of a parent volunteer program would solve the problem.

The use of volunteers in educational settings was highly justifiable, when such practices were predicated upon the need to accomodate demands for additional teacher assistance which could not be met by paid manpower resources alone. One means of assisting educators to fulfill their roles maximally was to join forces with the community and enlist the assistance of volunteers such as parents and other citizens of the community. Such collaboration of efforts helped to meet the ever growing list of needs of children and youth within the school. Through the use of community volunteers and other kinds of teacher aides, children and youth were more likely to benefit by being provided with more individualized instruction. The use of these school helpers offered opportunities for the teachers to have more time to teach and to enrich the teaching and learning climate in their classrooms.

In a classroom setting, teachers performed a myriad on non-instructional tasks, and needed external assistance in carrying out those activities effectively. Among those tasks were preparation of materials, collating materials, housekeeping chores, clerical responsibilities, preparing bulletin boards, typing, and

supervisory activities within and outside the classroom. It was noted that the teacher needs and students needs as related to the use of volunteers were interrelated.

Parents and other community persons possessed a variety of skills and talents which significantly augmented the role of the classroom teacher. There were also those with limited facilitative skills, but a strong desire to lend a helping hand. The quality and quantity of services provided by such a group had been tremendously impacted through training sessions or other semistructured initiatives. In the absence of developmental activities, many services were rendered by volunteers. Among these were tutoring, taking inventory, supervising large and small groups, reading to children, checking objective test papers, recording grades, preparing copies (duplicating and collating), typing, demonstrating arts and crafts techniques, consulting on special projects, and chaperoning.

The writer joins Harris (1980) in saying that many benefits accrue to students, teachers, school administrators, the community, and parents when volunteers are actively involved in the teaching-learning process. This involvement may be translated into more time for teachers to teach; the development of better teacher-pupil-administrator-community rapport; the development of a higher degree of self-respect among students and volunteers; reduction or elimination of levels of tension and fatigue among teachers; more efficient monitoring of children; and the resolution of self-needs of volunteers.

Parents were interested in participating in the education of their children and were willing to commit time and effort to volunteering. It also opened positive lines of communication between parents and staff and helped parents understand and support the program, thereby, strengthening home/school relations. Parent participation had a positive effect on the children's achievement, and the more extensive the participation, the more positive were the results. Soliicitation of suggestions from parents (as well as staff) before selecting goals and designing the program, and the participation in the implementation of these goals gave the parents the experience of being a vital part of their children's education.

A flexible program management, characterized by varying time commitments and a wide variety of activities, increased volunteer participation and attendance.

School volunteer programs have been organized in various ways. None arrived full-blown on the scene. Most started small, with pilot projects, and grew from there. There were four primary ingredients which seemed to be the basic necessities for the successful operation of the volunteer program. They were: leadership, training, coordination, and evaluation.

The effective operation of the program required good planning. This plan reflected the united efforts of school administrators, teachers, parents, and students. The program had several distinct phases - the recruiting of volunteers, their orientation and training, evaluation, and, above all, coordination of the program in its various phases, from top to bottom, with the teachers and

children involved.

Johnson (1981) tells us that the school volunteer program must be responsible to the needs of, and resources available for, the school it serves. The entire staff must be involved in the planning and implementation of an effective volunteer program. For a program to work, there must be a cooperative effort between the volunteers who provide the service and the school staff who are the recipients of the service. The ultimate concern must be the needs of the students who will benefit from the volunteered services.

In the review of literature the writer noted that it was wise to start slowly and provide enough structure and information about the program to convince and sell those persons to whom she was addressing and from whom she wanted support for the program. As with any effort, the unity of interested persons into a task force or steering committee, with influential members involved, was far more effective than one individual attempting to promote interest.

Greenwood (1982) concluded that a successful volunteer program will require an effective orientation component for educators as well as for others. The component should emphasize rules, regulations, procedures, and methods to solve conflict. These sessions should have follow-up activities, and they should be repeated as often as possible.

Inservice education is very important today for teachers and educational volunteers according to Hite (1983). This is true

because schools are facing new, complex challenges from changing environmental, social, and technological variables.

Clough and Clough (1980), Heigerson (1984), and Chambers (1982) believe that the orientation session should cover such topics as volunteer expectations, available assignments, samples of records and forms, financial obligations, legal implications and responsibilities, characteristics of the group with whom volunteers will be working, and basic skills required for volunteer assignment.

According to Florida Department of Education (1980), it is recommended that preservice training be designed so as to motivate the volunteers and teachers to want to participate in the program.

Chambers (1982) suggests that the following elements be included in any preservice training program:

1. Materials, ideas, and games for volunteers to use.
2. Principles of human growth and development for the age group with which the volunteer will be working.
3. General characteristics of the group or individuals the volunteers will be assisting.
4. Definition of the volunteer's role in relation to the professional staff.
5. Definition of the staff member's role in relation to the volunteer.

Stenzel and Feeney (1985) believe that the training program should be flexible and focus specifically on what the educational

volunteer needs in order to start providing service. To facilitate this flexibility, they encourage an individualized instructional approach where the volunteer assumes much of the responsibility for his/her own learning, which can include on-the-job training.

Gordon (1980) claims that:

> An effective volunteer program includes procedures for recruiting, training, and evaluating the activities. The program is continuous and efforts must be made to solve problems as they arise. Questions and concerns are parts of the volunteer program. Many of the concerns will disappear if an effective orientation session is conducted for potential volunteers and teachers. (p.8)

Purves (1978) writes that effective inservice activities are the cornerstones for the development of a sound educational volunteer program. The training should begin during the early part of the year and extend throughout the entire term. It is much better to begin the inservice activities with a few dedicated volunteers and teachers than to have a large number of people who are not interested in participating. As teachers and volunteers see progress through training, they will take the lead in the recruitment of others to the program.

Miller and Wilmshurst (1984) state that most volunteers have a much wider range of abilities than we will anticipate. They further state that volunteers' educational background, experience,

and feelings about children will differ greatly from each other. The job of the coordinator and the teacher is to utilize each parent in a way in which he/she can be successful and at the same time contribute to the program. It appears that the more variety volunteers can offer, the more flexibility the organizers can have when attempting to develop and maintain an interesting program.

Johnson (1981) found that most teachers reported they were pleased when volunteers would take the initiative and work within the routine of the class without having to be told to do everything.

Report of Action Taken

Using the original calendar plan (see Appendix L) as a guideline, the writer began the implementation phase during the month of September, by discussing with the principal, teachers and Parent Teacher Association (PTA) executives the initiation of a parent volunteer program. She also prepared the necessary materials, such as Teachers' Needs Assessment Form (see Appendix M), Recruitment letter with Volunteer Activity and Availability Form (see Appendix N) and Volunteer Information Form (see Appendix O).

The writer, as coordinator of the parent volunteer program, enlisted and maintained the continual support of the principal for the program. She made the faculty aware of the value of the program and solicited their help. An advisory committee of five people was set up for developing and discussing of goals and objectives. A chairperson was selected for effective public relations campaign within the community, and specific

responsibilities such as recruitment, selection, placement, and evaluation was delegated to this person. In addition to laying the groundwork, the writer realized that planning was the most basic management function to perpetuate the success of this program.

Implementation of the program was the actual structure of recruiting, placing, and training the volunteers into the institutional and instructional related program. For this reason, the implementation function was structured sequentially to prevent improper unqualified placement of the volunteers.

Effective and continuous recruitment was necessary. Recruitment efforts were conducted through letters, public announcement at PTA meetings, and personal contact with the parent and community members. Recruitment was not left entirely to one person, but rather, it was coordinated by the school administrator and program coordinator with the assistance of members of the advisory council and faculty.

Persons from all walks of life were considered potential volunteers and were provided the opportunity to share their talents and skills, no matter how small, if they wish to have done so. It was important that all persons in the community feel they had an equal opportunity to become involved. Yet, the integrity of the school volunteer program was kept in mind when recruiting. Recruitment strategies were designed such that the total community was aware of the need for volunteers and the need for their unified effort.

During the last week of September, the teachers' needs assessment (see Appendix M) was conducted to determine the needs of the school personnel to promote a maximum student learning environment and with what tasks volunteers could assist. This step enabled the organization to identify the services which were needed in the school, and facilitate the assignment of tasks to volunteers. When this was done, the data was used as a basis for addressing the assignment of school volunteers. Tasks to be performed were tabulated and prioritized as seen in Table 4. All 10 classroom teachers, the exceptional education teacher, and the media specialist who responded to the needs assessment indicated that they wanted volunteers to perform more than one task in their rooms.

There were many advantages inherent in the implementation of the parent volunteer program. Among them were the following:

1. Meet the needs of individual children through increased personal attention and assistance.
2. Develop cooperation and communication between parents and teachers for the benefit of the child.
3. Increase parental cooperation, support and understanding of the school and its programs, and the school's understanding of the community.
4. Help teachers be more effective by giving them more time for professional activities, increasing the use of new learning materials and techniques.
5. Encourage parents to contribute to the welfare of their children, school, and community.

Table 4

Results of Teachers' Needs Assessment, September, 1986

Choice No.	Tasks	No. of Responses
1.	Serving as tutors	12
2.	Prepare bulletin boards and displays	11
3.	Recording grades	10
4.	Serving as chaperones on field trips and other occasions	10
5.	Monitor classes during testing	9
6.	Supervise classes while teachers attend departmental meetings	9
7.	Duplicate materials	8
8.	Laminate materials	8
9.	Assisting with the collection of monies	7
10.	Library assistant	7
11.	Taking children to lunchroom	6
12.	Playground supervision	5
13.	Bus duty	4
14.	Demonstrate special arts and crafts techniques	4
15.	Prepare mini-books from used or discarded textbooks and magazines	3

These advantages definitely enhanced and promulgated the feasibility of the major goals of this practicum and placed volunteers in a prominent position within the boundaries of the school's activities.

During the first week of October, 250 Recruit letters (see Appendix N) along with the Volunteer Information forms (see Appendix O) were distributed to parents and other potential volunteers. Of the 75 forms that were returned, many parents checked more than one item. The items check indicated that parents were interested in working on school activities at home, chaperoning children on field trips, tutor in classroom, visit parents at home, make instructional games and related materials at home, and others. These responses helped in the establishment of quality control among the varied talents of the volunteers. It also assured that volunteers were suited and trained for appropriate tasks and the hours of service would be on benefit to the school personnel and to students.

The second and third weeks in October were spent compiling data from these completed forms, trying to prepare a list of volunteers with their preferred activities and times available. Some preliminary interviewa of potential volunteers began at this time as well. Once the recruitment process was completed, the screening and selection process began. It was important, at that point, not to waste too much time between identification of volunteers and selection. This practice eliminated possible loss of interest by participants. The ultimate goal of the group's efforts was to identify, screen, select, train, and place volunteers in the school as quickly as possible.

Placement and service as soon as possible was the ultimate goal.

The screening and selection process for school volunteers was carefully planned and executed. This process was undertaken with the notion that only those community persons would be selected who possess the necessary skills and traits, and who demonstrated a genuine concern and desire for assisting teachers and students in the classroom. In the selection process, availability was the prime concern. The same persons who served on the advisory council engaged in the screening and selection process. This action helped to ensure continuity and effectiveness.

A brief training session on interview techniques (see Appendix P) with advisory council members prior to the screening and selection process was conducted by the coordinator. This session helped council members acquire competencies designed to facilitate their role as interviewers. This training session was simple and carefully designed to assure good communication with and among committee members.

A screening and selection packet was prepared for each member of this committee. A review of these materials during the training session enabled the interviewers to become thoroughly familiar with information necessary to conduct interviews of potential school volunteers and to secure necessary data. The following were forms and information which were included in the packet:

1. Interview Techniques of School Volunteers (see Appendix P).
2. School Volunteer Information Form (see Appendix O).
3. Recruitment Letter (see Appendix N).
4. An Individual Selection List (see Appendix Q).
5. A Group Selection List (see Appendix R).

Members of the screening and selection committee interviewed each candidate privately according to the time given on the recruitment letter. During the interview, the School Volunteer Information Form and the School Volunteer Activity and Availability Form were discussed. Data secured enabled the group to determine training needs of school volunteers and provided information necessary for designing training sessions. Also, this information revealed skills already possessed by potential school volunteers. A review of this information meant that some volunteers were ready to be placed in schools without further training.

Once the interview, the individual selection, and group selection were completed, the program coordinator and the program chairperson carefully scrutinized and assessed the answers. A total of 30 candidates were interviewed, and all 30 attended the orientation meeting. Twenty volunteers indicated that they would rather work with the children at school while the other 10 would rather stay at home to develop instructional materials and visit other parents at home or run school errands.

Once the volunteers were selected an orientation session for volunteers and teachers was designed to give volunteers a good understanding and background information regarding volunteerism in

the school. The writer agrees with Fantini (1979) when he remarked that once parents begin to participate directly in the decision-making process concerned with their child's education, they will become more enthusiastic about the school system, have more contacts with and want to know more about their child's teachers, and will become more involved in the school program.

On the basis of the information derived from the teachers' needs assessment, and the volunteer activities checklist, the appointed chairperson from the advisory council recruited the potential volunteers. An invitation letter to an orientation meeting (see Appendix S) was sent to notify potential volunteers, and requesting them to attend the meeting.

During the fourth week of October, the coordinator, along with the advisory council, conducted the orientation meeting. An agenda, as seen in Appendix T, was closely followed. A number of forms were developed and duplicated so that they too could be discussed at the orientation session. Such forms included the Progress Evaluation Form for Volunteers (see Appendix I), Progress Evaluation Form for Teachers (see Appendix J), and Volunteer Program Evaluation (see Appendix K) to be presented to teachers for their comments and suggestions for improvements. Record forms for various types of activities were also developed and duplicated (see Appendices D,E, F,G, and H) for explanation and clarification at the separate staff and volunteer orientations.

Among the many items that were discussed were:

_____procedures for absences and attendance,

stressing dependability,

_____clarification of the roles of teacher and volunteer

reasons for respecting confidentiality,

_____emphasis on professional commitment and non-

judgemental attitude,

_____guidelines for tutoring which increase techniques to

reinforce positive attitudes and initial learning

_____procedures and policies of school, school tour

_____motivation for self-evaluation and growth.

Among the many and varied benefits that were derived from this meeting were the eight following purposes:

1. To acquaint the volunteers with the principal, teachers, policies, rules, expectations, and communication channels.
2. To discuss the importance of the volunteer program and outline the importance of the volunteer.
3. To discuss specific goals and objectives of the program.
4. To acquaint the volunteers with the school plant.
5. To discuss the importance of working together.
6. To discuss professional ethics including appropriate dress, confidentiality, and roles.
7. To meet the teacher they are to work with, plan schedules, and become acquainted with the students.
8. To plan a visit to the classroom for observational purposes.

The writer also allowed time for volunteers and teachers to discuss any point of interest that arose; for example, procedures for solving possible conflicts was thoroughly discussed and,

hopefully, understood by all.

Training for volunteers consisted of preservice and inservice activities. The preservice training consisted of those activities that were provided before the volunteer was assigned to a teacher, and inservice training consisted of those activities that were provided after the volunteer had been assigned to a teacher. The training sessions followed the orientation and the activities were designed for individuals as well as the group. Much of the preservice activities and some of the early stages of the inservice activities were based upon the needs as defined during the orientation session.

The general purpose of the orientation session was to create a smooth atmosphere for educational volunteers and teachers to begin working as a team when assisting students. The general purpose of the preservice training was to provide the opportunity for educational volunteers and teachers to begin to acquire specific techniques and skills that were needed to complete assigned tasks. This included the acquirement of practical classroom techniques as well as the development of appropriate attitudes that were needed when working together.

Resource personnel from the County Public Schools conducted preservice workshops for the newly selected volunteers during the first week of November. Thirty-five volunteers attended that workshop. The coordinator, having already matched volunteers' interest with teachers' needs, divided the group in two. Twenty volunteers who had expressed their desire to work with the children

in the classroom received training in volunteer classroom working procedures, conflict resolution procedures, examples of specific activities to be used, and the use of audio-visual materials. The other group of fifteen who had much rather assist with clerical and domestic chores received training in human relations skills and concepts, answering the telephone, recording and relaying messages to appropriate school personnel, using duplicating and copying machines, making instructional games, motivating other parents to get involved with their children's education, and a host of other pertinent behaviors.

The training was light, encouraging, practical, and involving. The participants and teachers knew that they had something special to offer to students. They knew that they had unique ways to offer this service to interested students.

The writer thought that the preservice training was crucial if an effective volunteer program was to be developed. This training gave the volunteers and teachers the opportunity to learn how to work as a team when assisting students.

By this time, the middle of November, the volunteers were very eager and enthusiastic to begin work. Six volunteers were placed in the fourth grade level, six in the fifth grade level, and eight in the sixth grade level. There were approximately two volunteers assigned to each class in each grade level. Three were assigned to assist the office staff and the operation of the school's book store, one assisted the media specialist and one assisted the Exceptional Education teacher. With the help of the chairperson,

the remaining ten who assisted with instructional-related materials at home, were distributed among the teachers in the intermediate grades.

A four-member committee representing the volunteers was formed at this time. A volunteer leader was selected from each of the grade levels, plus one leader selected from among those working at home. These committee leaders worked closely with the teachers, to inform them about any changes, conflicts, and recommendations. They also reported to the chairperson and the coordinator the progress of their work, suggestions for improving the program, problems which impeded the growth of the program as well as their feelings about the program.

The effective utilization of volunteers was the responsibility of the classroom teacher once the volunteer had been assigned. All teachers were given the names of those parents who had signed up for activities to match their requests. At this point it became each teacher's responsibility to contact the volunteer, schedule a beginning date, discuss activities, and train the volunteer to perform the task and to complete the appropriate volunteer record form. The coordinator assigned volunteers to teachers who had requested their services. Through prior surveys, the coordinator knew the assistance the teachers requested and the talents the volunteers had. Based upon this information, the match was considered. Before the final assignment was completed, every effort was made to make sure that the personalities of the two adults were compatible. This compatibility was established through face-to-face

meetings, discussions, and a candid view of philosophical differences between the teacher and the expected volunteer. If there were a belief that the personalities were not compatible, the match was made and the coordinator identified other teachers whose personalities was more compatible to that of the volunteer. This step was made so that volunteers were properly used in the classroom. However, the procedure was professional and handled in a manner that caused each person to feel good about the decision. In any case, the talents of the volunteers matched the desires of the teacher so that proper utilization was accomplished.

Procedures for getting started in the classroom, or other places, were clearly outlined. Immediately after the volunteer had been assigned to a teacher, an informal session was held in order for procedures to be discussed. Proper utilization was enhanced after the following two areas were discussed:
(a) expected time of arrival and (b) methods for informing volunteers of the work to be completed; some teachers developed a folder that contained instructions, forms, and names of children the volunteer assisted. This folder was kept in a place decided upon by the teacher and the volunteer and was easily accessible without interrupting the learning process the teacher had established in the room.

By the beginning of December a number of volunteers could be seen participating in the program. Many types of activities were done by volunteers, such as, setting up learning centers, read to students, assisting in enrichment activities such as field trips,

assisting students with special arts and crafts projects, calling parents for supplies, reminding parents about PTA meeting, assisting students with homework assignments, help in the preparation for Christmas and end-of-year parties, and many more. Their invaluable service allowed teachers to remain with their classes and to give individualized instruction to needy students.

The writer, along with other resource personnel from the community, conducted a total of seven inservice workshops. These were held in the media center on Wednesday afternoons from 2:30 p.m. - 4:30 p.m. It was important that the program coordinator plan activities that would help individuals and groups meet specific needs. Participants were asked to fill out a Needs Assessment form (see Appendix U) so that effective inservice sessions could be planned as defined by the information taken from the assessment forms. Participants were informed about these workshops about a week before said meetings. The sessions were organized in a manner that caused each participant to feel that his/her needs, at the time, were met. Elicited from the Needs Assessment were the following topics for discussion at the workshops:

November	12:	Reading stories to children
December	10:	Help in the library
January	28:	Provide clerical assistance
March	4:	Motivate parents to support school activities
April	8:	Provide enrichment activities for children
		Planning a field trip
May	20:	Tutor in Math (and other subjects)

June 10: Discuss a special interest

Discuss evaluation of total program

The inservice workshops were a continuation of the orientation and the preservice training. The major purpose of inservice was to provide the educational volunteers and teachers with the opportunity to acquire on-the-job training throughout the year. Inservice education is very important today for teachers and educational volunteers according to Hite (1983). This is true because schools are facing new, complex challenges from changing environmental, social, and technological variables. Therefore, it was important for teachers and citizens to work as a team in the process of educating students.

The content of the development of inservice workshops was much more crucial than the development of the orientation or preservice workshops. Inservice usually occurs for persons who have been in the program for a period of time, and they have varied needs and desires. Therefore, it was important that the volunteer coordinator plan activities that would help individuals and groups meet specific needs.

A key element that contributed to the success of the program was the Needs Assessment for Inservice activities which was administered to 35 volunteers during October, 1986 (see Table 5). Based on the results, workshops were organized to accommodate the volunteers' needs or choices.

Table 5

Results of Needs Assessment for Inservice, October, 1986

Topics	No of Responses
Listen to children read	10
Tutor in Math	25
Reading stories for children	21
Assist in clinic	4
Provide clerical assistance	14
Work with audio-visual materials	6
Help in library	16
Make instructional games	13
Tell stories to children	9
Discuss a special interest	12
Arrange field trips	17
Motivate parents to get involved in the children's education	18
Work at home - visit other parents	10
Motivate parents to support school activities	19
Provide enrichment activities for students	17

It was important that the volunteer coordinator plan inservice activities that were appropriate for the participants. The activities were designed in order to assist in meeting the long-range objectives of the program. The activities were based on the best research possible, and sound educational principles accrued for each one. The following principles, as suggested by Wheeler and Knoop (1982), were examples that were applied when the program was

being developed:

1. Teachers and educational volunteers are likely to benefit from inservice programs in which they can choose goals and activities as contrasted with programs in which the goals and activities are preplanned for them.
2. Particiapnts are mosre likely to be influenced in school-based training programs than those taking at the district office or on college campuses.
3. The objectives of an inservice program should outline specific performances or outcomes for all participants.
4. Training programs that have different training experiences are more likely to accomplish their objectives than programs that have common activities required for all participants.
5. The participants' personal goals/needs and those of the school should be congruent if training is to assist in the improvement of student performance.
6. Training for participants in an educational volunteer program is most effective if adequate time is provided within the regular work schedule for teachers and at the most appropriate time for most volunteers.

These general principles were used as criteria for judging the possible effectiveness of the inservice workshop for the volunteer program. These six principles, in part, formed the basis for the evaluation process that was incorporated in the planning process. Without some sound basis for evaluation, the program could move on a hit or miss course without evidence as to the why of success or

failures.

Facilitators for the inservice activities were secured from many sources such as local schools, other volunteers, public officials, university personnel, and community agencies. The development and the delivery of effective workshop sessions were two of the strong recruitment components for this volunteer program. Very strong consideration was given to the selection of persons to serve as inservice facilitators. The manner in which the materials would be delivered would cause some participants to remain with the program or it would cause them to leave the inservice and never return to the classroom as volunteers.

Throughout the implementation phase the coordinator met and talked informally with teachers and volunteers about the general progress/problems of the program. However, formative and summative evaluations using the forms in Appendices I and J, were done by teachers and volunteers in November, January, March and June. As part of the orientation process, the volunteer coordinator had outlined for participants the proper channels of communication when concerns regarding curriculum, classroom management, the volunteer program, or personality problems arose. The importance of respecting established procedures and keeping lines of communication open was stressed. The evaluation forms had been designed to be used flexibly and to accommodate various purposes. A space for "comments" was included to be used as volunteers wished. Most often the space was left empty or was used to express a positive feeling about the program's activities. Occasionally, however, a negative note would

appear indicating a need for discussion or a program modification.

Minor difficulties and dissatisfactions were with few exceptions handled between volunteers and the teachers with whom they worked. On occasions when advice or support was needed, the volunteer coordinator was contacted. Attempts were made by teachers to provide a variety of activities. When volunteers expressed boredom, additional options were provided. Volunteers proved to be dependable, calling the school secretary or notifying teachers personally when unable to be present on certain days. Attendance was excellent, with sick children and out-of-town trips being the most common reasons for volunteer absence. There was, however, a significant drop in attendance in December due to holiday preparations.

Early in December all 35 active volunteers were recognized at at PTA meeting. Immediately following the meeting there was an "open house" which was a welcome opportunity for the volunteers to meet many parents and for parents to witness the invaluable services of the volunteers. Both parents and volunteers were encouraged. The invitation for more parents to join the volunteer program was given out by the principal as well as participative volunteers. The following day, responses to the invitation were dropped off at the school's office. These were handed over to the volunteer chairperson and the coordinator.

On December 17, the faculty and staff showed their appreciation to the volunteers by inviting them to join in their Christmas luncheon which was held in the school's cafeteria.

School resumed on January 5 after the holiday break. Children seemed to be enthusiastic to start their academic activities. Teachers modified their learning centers, prepared new materials, and trained former volunteers for new tasks. Teachers' needs changed and so did volunteers' interests. Due to the coordinator's foresight, a process for change in assignment was built into the program. After becoming acquainted with the rules and regulations of the classroom, gaining more self-assurance, and gaining information by attending inservice activities, the performance then became more instructional. The volunteer then began to feel a part of the class, became interested in the pupils, and become self-assertive. The writer strongly recommended that teachers understood that performing instructional activities was an ultimate goal for some of the parent volunteers. Consequently, they were prepared to make changes in their assignments as the need arose. This change enabled volunteers to utilize their skills to a maximum degree.

Not only did the volunteers feel that they were a part of the class, they also felt that they were a part of the school as well. After a formative evaluation and positive feedback in January, the volunteers were asked to participate in the faculty meetings held in January and April. Their ideas, suggestions and opinions were elicited, and they contributed constructively to various issues. They felt elated, honored, and happy.

To facilitate optimum access of volunteers in the school, a list of volunteers was prepared and forwarded to the principal and teachers. This list contained the name, address, and telephone

number of the volunteer contact person, name of each volunteer along with his/her address, telephone number, skills and competencies, and time available.

In addition to this effect, the names, telephone numbers, and available hours of volunteers who served as tutors in the classrooms was given to parents if and when more academic assistance was needed. At PTA meetings parents reported how helpful and beneficial this was both to them and their children. It was crucial that the skills of the volunteers were used in the proper manner. The coordinator worked with teachers and volunteers in an effort to bridge the gaps that occurred. Plus, it was important that the coordinator anticipated problems and took steps to prevent them from occurring. Effective utilization of volunteers depended upon proper recruiting, useful orientation sessions, conducting appropriate needs assessments, organizing individual as well as group sessions, and the involvement of representatives of parties who were affected by the program.

It was the end of January and the end of the second term, when the coordinator met with the intermediate teachers and the PTA executives to analyze the events and results of specific happenings in relationship to the behavioral objectives initially planned for the course of this practicum. The attendance of parents at PTA meetings was steadily rising to over 200, teachers' grade books showed an increase of the number of children who were consistently completing homework assignments, and there was also an increase in the number of parents who were attending parent/teacher conferences.

During the first week of February, the writer met with the four committee members, the volunteer chairperson and the advisory council to gather and log information about volunteers' activities and number of hours volunteered so far. Feedback on the formative evaluation was given, and discussion of ways to improve the program in general was also done. Two other meetings similar to this one was necessitated at the ending of the two other school terms, April 9 and June 17.

Each participating teacher kept a Volunteer Attendance Record which was given to the practicum writer at the end of each grading period. The writer entered on her master log the number of volunteers who helped, the activities performed, and the number of hours spent. It was revealed here that community resource personnel with special skills and talents volunteered their lunch break to come and share their ideas, interest, skills and abilities, in one way or the other, with students.

Each teacher also reported to the practicum writer, the number of parents who attended parent/teacher conferences and the percentage of children who completed assignments during each grading period. The PTA officers reported from their attendance record the growth of attendance from the beginning of the school year to the end of the second term.

It was during February the volunteer chairperson reported that the "home visit" volunteers were not too happy with the achievement they had made. The volunteers felt that more parents should comply with teacher requests with regards to conferences, more parents

should attend PTA meetings, and more parents should be actively involved in the school's activities. With the continuous flow of new recruits coming into the program, the coordinator selected key individuals along with a group of parent volunteer to visit other parents at home and encourage them to attend PTA meetings regularly, to encourage parents to attend parent/teacher conferences when requested, and show them how to help children with homework assignments.

Once this nucleus of visiting parents had been recruited who were satisfied with the results of their work, they became a source for attracting other parents into the school's activities.

It was discovered that persons living in the vicinity of the school were interested in becoming involved in its activities, but they had reservations as to how their assistance would be needed and accepted. Therefore, it was pertinent to know the demography of the local community. Community residents and parents were more receptive and responsive to other parents through an individual approach. For this reason, it was wise to establish contact with key people who were respected and listened to in the neighborhood. Those key individuals shared school needs with others in the community. Through their efforts and encouragement parents who were interested in their children's education, but usually make numerous excuses for not attending PTA meetings, parent/teacher conferences, and monitoring children's homework assignments, found time to participate in the school's functions and dutifully attended meetings as they fulfilled their roles as concerned parents.

Throughout the school year the whole cyclic process of recruiting, orientation, training, and assignment of volunteers went on. A process of change was built into the program to accomodate replacement, absenteeism or simply retirement from the program. Although all volunteers were not directly working in the classroom, they were happy to perform any duty when requested.

At the end of the third term, April 9, the coordinator met with teachers, PTA executives, and volunteers. The information gathered, indicated that 80% of 282 parents had attended seven of eight PTA meetings, 85% of 282 parents had attended three of four conferences 90% of children had completed 550 assignments, and 35 percent had volunteered 850 hours. Teachers commended the parent volunteer program for its strengthening of home/school relationships, the quality of volunteers, and the benefits to students. Teachers stated that the organization of this year's program improved recruitment, orientation, and training--resulting in volunteers who were better informed about program goals, their duties, and responsibilities, and more consistent in attendance. Teachers expressed a desire for more volunteers, more materials to use with volunteers, and further expansion of volunteer activities.

Volunteers expressed enjoyment in feeling useful and appreciated, in being around their own children, observing their children's programs and having easy access to their children's teachers, working with children individually and in small groups, and seeing the positive results of this extra attention in the children's progress. Simply stated, they appreciated the opportunity

to participate in the ongoing school process. Several volunteers expressed a desire for more variety in the activities and materials they did with children. They too suggested that more volunteers were needed to provide small group and one-to-one instruction for children needing extra help in certain areas and that parents need to be made more aware of the value of helping out in the classroom.

Feedback on the formative evaluation done in late March was given at this meeting. Overall results of both the teacher evaluation and the volunteer evaluation instruments were positive.

During the months of April and May, teachers planned their field trips. Trips were taken to the zoo, seaquarium, museums of science, history, planetarium, and to the bird jungle. Volunteer parents have always accompanied classes on such trips, but in the past teachers had voiced concern regarding volunteer participation. Teachers sometimes felt that parents viewed these trips as fun and social only and failed to appreciate the opportunities for learning provided by such experiences. Also, teachers had observed that parents frequently socialized with one another and worried that children were not always diligently supervised.

To minimize such concerns, the volunteer coordinator planned the April workshop on field trips and enrichment activities. The school policies were discussed with input from team members. This workshop proved useful, not only to parent volunteers, but also to teachers and teacher aides in maximizing the educational potential of the trips and insuring the safety of the children.

During the months of May and June, the volunteers who worked

at home, along with new recruits did many various jobs for the school. Included were a fundraiser effort --- a bake sale, organizing end of year parties for all the classes (K-5), organizing and preparing for the sixth grade graduation party, landscaping and beautifying the school grounds, and providing refreshment for the faculty, staff, and volunteers.

At the May PTA meeting the principal verbally commended the volunteers and thanked them for their essential services. Classroom teachers thanked and praised the volunteers, the children made "Thank You" cards and presented gifts in appreciation for their outstanding services. Students' "hands-on" projects completed with volunteers' assistance were on display. Everyone felt gratified with the efforts of the volunteers which in turn made the volunteers recognize themselves as a vital part of the instructional team. The principal, after consulting with the advisory council, invited the volunteers to participate in the faculty and staff end-of-year luncheon which was held on June 19.

By the end of the first week in June the volunteer coordinator again met with the PTA president, intermediate teachers, and the volunteer chairperson. Information and data relative to the specific goals of this practicum were collected. Results showed that 80% of 282 parents attended seven of ten PTA meetings, 90% of 282 parents attended three of four parent/teacher conferences, 90% of children in each class completed 720 assignments and a steady number of 35 parent volunteers contributed 1,225 hours of service to the school.

On June 3, the volunteer coordinator distributed 35 summative evaluation forms (see Appendix K) to all participants in the program. The forms were returned on June 5 at which time the data was analyzed. The data for the specific objectives were also tabulated and analyzed. All participants in the volunteer program were asked to attend the last inservice workshop which was held on June 10. The purpose of the meeting was three-fold:

1. To discuss results of summative evaluation
2. To honor parent volunteers
3. To express this writer's appreciation of staff and volunteer participation in the practicum project.

The volunteer coordinator began the meeting, which was attended by the principal, intermediate teachers and volunteers, by commending the teachers for their successful work with parent volunteers and vice versa. She provided feedback on the results of the summative evaluations which were pleasing to all, reviewed the goals of the project and revised the plans for the project as accomplished during the year. The principal praised and thanked the volunteers for their efforts as he presented them with certificates of appreciation. He reminded the volunteers that they would be the honored guests at the faculty end-of-year luncheon which was held and to which they attended on June 19. The principal made sure that he did not side step the contribution made by the participating teachers. He also thanked them for their dedication and loyalty in helping the volunteers which produced a successful project.

Following the presentation of awards there was an informal

discussion. Emerging from this discussion were some salient points worth mentioning:

1. Teachers and volunteers agreed that attendance at an orientation session should be mandatory for volunteers.
2. Teachers felt more strongly than volunteers that such sessions should be held throughout the school year for new volunteers and should emphasize attendance/punctuality and professional ethics.
3. Volunteers indicated that teachers should provide a greater variety of tasks and expressed interest in written guidelines for volunteers to assist them in working with teachers and students.
4. Teachers believed workshops/meetings for teachers should be held periodically to encourage networking and sharing ideas, information, human resources, and to explore and remedy program pitfalls.
5. Volunteers showed interest in similar workshops/meetings to provide an overview of changing teacher/student needs and to provide additional training in specific tasks.
6. Unlike teachers, volunteers felt that the program needed additional volunteers.
7. Both groups stressed that a greater variety of fundraising activities should be available to interested parents and that the program still does not adequately tap the great wealth of parent talent.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Presentation and Analysis of Results

The goal of this practicum was to increase parent involvement and active participation in the educational, social, and enrichment activities of the school. The program designed and implemented to achieve this goal endeavored to:

1. Increase the attendance of parents at PTA meetings
2. Increase the responsiveness of parents to parent/teacher conferences
3. Motivate and increase the interest of parents in the learning activities of students
4. Gain parents support for pertinent and extracurricular activities of the school
5. Build and maintain a positive parent/school/community relationship
6. Enhance the program for children by increasing individualized instruction and making possible certain types of enrichment activities otherwise beyond the scope of the program.

Four objectives were established to accomplish the practicum goals:

Objective 1: Eighty percent of 282 parents will attend 7 of 10 PTA meetings regularly, as indicated by PTA attendance record (see Table 6).

This objective was met for 80% of the parents who attended PTA meetings regularly. Evidence was provided by comparing the gradual rise in number from month to month during the ten months of the school year.

Table 6

Results of PTA Attendance, 1986-87 - Intermediate Grades

Date of Meetings	Possible Attendance	No. of Parents in Attendance	Percentage
09/23/86	282	185	65
10/28/86	282	190	67
11/25/86	282	223	79
12/16/86	282	229	81
01/27/87	282	228	80
02/24/87	282	235	83
03/24/87	282	230	81
04/28/87	282	238	84
05/26/87	282	226	80
06/16/87	282	232	82

Objective 2: Ninety percent of 282 parents will attend 3 of 4 parent/teacher conferences, as shown by teachers' class records (see Table 7).

This objective was met with a tremendous increase of parents attending three of four scheduled parent/teacher conferences. In all classes the percentage exceeded the amount that was projected.

It also exceeded the amount of parents attending in previous years (see Table 2). The results of objectives 1 and 2 as shown in Tables 6 and 7 respectively, definitely reflected the diligent work of the volunteers, especially those who were assigned to home visits, and the powerful persuading influence they wielded on parents who had very little concern.

Table 7

Record of Parent/Teacher Conferences, 1986-87

	No. of Conferences Scheduled					No. of Parents Attending					
Grade 4: Terms	1	2	3	4	Total	1	2	3	4	Total	%
Class A	31	31	31	31	124	25	30	31	31	117	94
Class B	31	31	31	31	124	27	29	30	31	117	94
Class C	30	30	30	30	120	28	30	27	30	115	95
Grade 5:											
Class A	30	30	30	30	120	27	30	29	28	114	95
Class B	30	30	30	30	120	26	29	28	30	113	94
Class C	30	30	30	30	120	29	30	28	27	114	95
Grade 6:											
Class A	25	25	25	25	100	23	24	25	22	94	94
Class B	25	25	25	25	100	25	22	24	23	94	94
Class C	25	25	25	25	100	24	25	22	22	93	94
Class D	25	25	25	25	100	25	24	22	23	94	94

Objective 3: Parents will monitor homework assignments and 90% of children in each class will successfully complete 720 assignments, as recorded in teachers' grade books (see Table 8).

This objective was met. Parents were required to sign their names on every piece of homework assignment. This was devised to ensure that parents were seeing, taking an interest in, and helping in whatever way they could with their children's early academic life. The results were overwhelming. Every class in each grade level exceeded the 90% projection. The percentages reflect the amount of students who had completed the mandated 720 assignments during the school year.

Table 8

Homework Assignment Record, 1986-87

Grade 4: Terms	No. of Students in Class 1	2	3	4	Total	No.of Students who consistently did homework assignments. 1	2	3	4	Total	%
Class A	31	31	31	31	124	29	28	30	31	118	95
Class B	31	31	31	31	124	28	30	29	31	118	95
Class C	30	30	30	30	120	27	30	31	31	119	95
Grade 5:											
Class A	30	30	30	30	120	28	27	28	30	113	94
Class B	30	30	30	30	120	27	29	20	28	114	95
Class C	30	30	30	30	120	26	29	30	30	115	95
Grade 6:											
Class A	25	25	25	25	100	22	24	25	25	96	96
Class B	25	25	25	25	100	23	22	21	25	91	91
Class C	25	25	25	25	100	21	23	24	25	93	93
Class D	25	25	25	25	100	20	23	24	25	92	92

Objective 4: By the end of the school year 30 parents will volunteer the composite number of 600 hours (twice the number of students enrolled in the intermediate grades) in assisting teachers with instructional, instructional related, and social related activities as is evidenced in activity log book (see Tables 9, 10, 11, 12, and 13).

This goal was met with much enthusiasm and interest which accounted for 35 parent volunteers who gave 1,225 hours of service (see Table 13).

It is worth mentioning here that this practicum was two-fold. Getting parents involved in the learning activities of the school was part of the principal's plan to maintain the reputation of the school as a "merit school". Parents were aware of this, and wanting their children to be exposed to the best learning experience possible, supported the school and its projects.

Table 9 shows the attendance of the volunteers who worked regularly with teachers in the classrooms. Each teacher had two volunteers with whom to work. One volunteer worked approximately two hours in the morning and the other worked in the afternoon throughout the entire implementation period. Occasionally, a volunteer would be absent because of illness. Overall, this group was truly committed to their tasks.

Table 9

Attendance of Regularly-Scheduled Volunteers, November 1986 - June 1987

Volunteers' Names	Grade	Date	Time	Teachers' Names	No. of Hours
Lisa M.	4	11/86-06/87	a.m.	Miriam C.	36
Kathy R.	4	11/86-06/87	p.m.	Miriam C.	38
Martha K.	4	11/86-06/87	a.m.	Glen R.	36
Amira R.	4	11/86-06/87	p.m.	Glen R.	38
Mary W.	4	11/86-06/87	a.m.	Ann T.	42
Honoris P.	4	11/86-06/87	p.m.	Ann T.	40
Jean J.	5	11/86-06/87	a.m.	Charles S.	39
Neva M.	5	11/86-06/87	p.m.	Charles S.	37
Gloria F.	5	11/86-06/87	a.m.	Illeana M.	36
Marilyn B.	5	11/86-06/87	p.m.	Illeana M.	37
Elaine F.	5	11/86-06/87	a.m.	Jenny C.	38
Dorothy R.	5	11/86-06/87	p.m.	Jenny C.	39
Marva G.	6	11/86-06/87	a.m.	Harriet H.	40
Noelle G.	6	11/86-06/87	p.m.	Harriet H.	42
Christy F.	6	11/86-06/87	a.m.	Gloria A.	41
Aleida M.	6	11/86-06/87	p.m.	Gloria A.	37
Daisy R.	6	11/86-06/87	a.m.	Ralph G.	40
Barbara G.	6	11/86-06/87	p.m.	Ralph G.	43
Debbie R.	6	11/86-06/87	a.m.	Kathy M.	44
Michelle K.	6	11/86-06/87	p.m.	Kathy M.	39
Total 20					782

Table 10 shows the results of the number of hours of service rendered by five occasional volunteers. They unhesitantly carried out their activities listed with much enthusiasm.

Table 10

Results of the Activities and Number of Hours Served by Occasional Volunteers, November 1986 - June 1987

Volunteers Names	Activities	No. of Hours
Helen C.	Office Clerk School Store	21
Maria P.	Office Clerk School Store	31
Lorena B.	Office Clerk Fundraising	19
Daisy M.	Media Center (Library) Field Trips Parties	78
Robin P.	Exceptional Education Field Trips Parties	58
Total 5		207

Table 11 shows the many activities and the number of hours done by ten volunteers who were distributed among the intermediate grades and worked at home. They were never neglectful nor disinterested in their selected duties. They were in constant communication with and worked under the direction of the teachers to whom they were assigned.

Table 11

Activities and Number of Hours served by Volunteers who Worked at Home, November 1986 - June 1987

Volunteers' Names	Grade Levels	No. of Hours	Activities
Rebecca P.	4	23	Make instructional games
Maud G.	4	20	Home visits
Margaret F.	4	27	Contact parents by telephone
Lois R.	5	18	Arrange field trips
Raisa E.	5	26	Make bulletin board
Rhonda S.	5	24	Posters and displays
Pauline B.	6	17	Prepare mini-books from magazines
Norma J.	6	21	Plan fund-raising functions
Lorna A.	6	28	Assist in preparation for parties and special occasions.
Bertha N.	6	32	
Total 10	10	236	

Results from the Activity Log Book are shown in Table 12. The total number of hours were fairly consistent within each grade level. As the year progressed the number of hours gradually increased from term one through term four.

Table 12

Number of Volunteer Hours Logged for Each Grade During Each Term for School Year 1986-87

Grades	Term 1	Term 2	Term 3	Term 4	Total No. of Hours
4					
A	11	22	34	37	104
B	10	22	33	42	107
C	12	21	38	41	112
5					
A	10	20	34	42	106
B	13	24	38	39	114
C	12	16	36	41	105
6					
A	9	19	30	33	91
B	11	18	30	34	93
C	13	20	28	33	94
D	12	18	27	35	92
Office Clerk	12	17	19	23	71
Media Center	12	16	24	26	78
Exceptional Education	11	13	18	16	58
Total	148	246	389	442	1,225

Table 13

Parent Volunteer Record, School Year 1986-87

Grade	Term	No. of Volunteers Who Participated Each Term	No. of Hours
School and Home Volunteers 4	1	9	33
	2		65
	3		105
	4		120
5	1	9	35
	2		60
	3		108
	4		122
6	1	12	45
	2		75
	3		115
	4		135
Occasional Volunteers Office Clerk	1	3	12
	2		17
	3		19
	4		23
Media Center	1	1	12
	2		16
	3		24
	4		26
Exceptional Education	1	1	11
	2		13
	3		18
	4		16
Total	4	35	1,225

Several other instruments (see Appendices D, E, F, and G) described in Chapter III led to the final figures in Table 13. Appendices D, E, and F were used mainly for attendance, activities, hours spent, and teachers for whom the volunteers worked. Appendix G was completed at the end of each nine weeks, or one term, for each class in every grade level. The information from Appendices D, E, and F were transferred to the Volunteer Activity Log Book. At the end of the ten months implementation period the final data from the log was transferred to the Parent Volunteer Record (see Appendix H). The data collected on these instruments are shown correspondingly on Tables 9,10,11,12, and 13. The final results on Table 13 show that 35 parents volunteered 1,225 hours of service.

Besides the evaluation of the major goals of this practicum, the writer thought that in order for the volunteer program itself to be effective, it must be evaluated as well.

From the outset, the coordinator built the design for evaluation as the program was organized. Many survey forms were used to evaluate each segment of the parent volunteer program, formatively, and also at the end of the school year. The writer agrees with Hanes (1978) in saying that any program that has the assessment design tacked on to the end of the program will usually fail.

The evaluation of the parent volunteer program was a total process. Evaluation was designed in order to measure the progress of the program rather than to measure the attitudes and performances of individual volunteers or teachers. Information

collected on individuals or groups (volunteers, teachers, or administrators) was used as a tool to improve the program rather than to eliminate individuals or groups from participation. The evaluation of the total program became a reality since the objectives were specifically stated and the purpose for the evaluation was made clear to the participants.

Feedback was given to participants formatively and summatively during workshops and small group discussions after each evaluation. It was the responsibility of the writer to give feedback in a manner that encouraged the volunteers to apply the principles to daily classroom work.

Three additional instruments, the Progress Evaluation Form for Volunteers (see Appendix I), Progress Evaluation Form for Teachers (see Appendix J), and Volunteer Program Evaluation (see Appendix K) were developed and administered to volunteers, teachers, and all teachers and volunteers respectively who had participated in the program during the school year. The Progress Evaluation for Volunteers and Teachers (see Appendices I and J) were administered four times during the year, while the Volunteer Program Evaluation (see Appendix K) was administered once, at the end of the implementation period.

Tables 14, 15, and 16 show the results of the responses of 35 volunteers on the Progress Evaluation for Volunteers for the first three terms of the school year. The ratings varied from Needs Improvement (3) to Good (2) which meant that there was much room for improvement during the early life of the program. The writer discussed the results of these evaluations during workshop sessions in which she

actively involved the participation of volunteers and elicited their ideas and suggestions for improvement. As the months passed the comments on the form became more positive.

Table 14

Results of Formative Evaluation Form for Volunteers,

Term 1, November 10, 1986

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor

		No. of Responses			
		1	2	3	4
1.	My role in the classroom is		7	28	
2.	My inservice training was		10	25	
3.	Planning with my teacher is	2	18	15	
4.	My relationship with the student is		6	29	
5.	My relationship with the teacher is	1	16	18	
6.	My attendance in the class is	4	17	14	
7.	My talents are properly utilized in the classroom.	Yes 8		No 27	
8.	Comments:				

Table 15

Results of Formative Evaluation Form for Volunteers,

Term 2, January 26, 1987

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor

		No. of Responses			
		1	2	3	4
1.	My role in the classroom is	1	19	15	
2.	My inservice training was		25	10	
3.	Planning with my teacher is	3	20	12	
4.	My relationship with the students is	2	22	11	
5.	My relationship with the teacher is	2	20	13	
6.	My attendance in the class is	5	21	9	
7.	My talents are properly utilized in the classroom.	Yes 12		No 23	
8.	Comments:				

Table 16

Results of Formative Evaluation Form for Volunteers,

Term 3, March 20, 1987

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor

		No. of Responses			
		1	2	3	4
1.	My role in the classroom is	11	18	6	
2.	My inservice training was	8	23	4	
3.	Planning with my teacher is	10	20	5	
4.	My relationship with the students is	7	25	3	
5.	My relationship with the teacher is	6	25	4	
6.	My attendance in the class is	5	28	2	
7.	My talents are properly utilized in the classroom.	Yes 29		No 6	
8.	Comments:				

Table 17 shows the responses of 35 volunteers who thought that their talents had been maximally utilized and their roles in the classroom were excellent, as indicated on the summative evaluation form for volunteers. The ratings varied between Excellent(1) and Good(2) which indicated a high degree of satisfaction among the volunteers. They made positive comments about the program.

Table 17

Results of Summative Evaluation Form for Volunteers, Term 4, - June 3, 1987

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor

		No. of Responses			
		1	2	3	4
1.	My role in the classroom is	35			
2.	My inservice training was	23	12		
3.	Planning with my teacher is	35			
4.	My relationship with the students is	30	5		
5.	My relationship with the teacher is	25	10		
6.	My attendance in the class is	35			
7.	My talents are properly utilized in the classroom.	Yes 35		No ____	
8.	Comments:				

Similarly, Tables 18, 19, and 20 show the results of the responses of 12 teachers including the exceptional education teacher and the media specialist, on the Progress Evaluation for Teachers during the first three terms of the school year. Areas that needed much improvement as indicated by the teachers were: (1) volunteers' work in the classroom, (2) ability of volunteer to work without much direction from teacher, and (3) volunteers keeping a good daily schedule.

After much discussion with the teachers on ways to improve these areas of deficiency, the volunteer coordinator incorporated the suggestions gleaned from the teachers, into the workshop settings. Gradual improvement was seen from the first evaluation to the next three consecutive evaluations.

Table 18

Results of Formative Evaluation Form for Teachers,

Term 1, November 10, 1986

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor

		No. of Responses			
		1	2	3	4
1.	The inservice training for teacher was		5	7	
2.	The inservice activities for volunteers were		6	6	
3.	The volunteer work in the classroom was		4	8	
4.	The volunteer was able to work without much direction from teacher.		4	8	
5.	The volunteer was able to keep a good daily schedule.		3	9	
6.	The planning time I had with my volunteer was		6	6	
7.	Is the program helping students?	Yes	6	No	6
8.	Comments:				

Table 19

Results of the Formative Evaluation Form for Teachers,

Term 2, January 26, 1987

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor

		No. of Responses			
		1	2	3	4
1.	The inservice training for teacher was	2	6	4	
2.	The inservice activities for volunteers were	4	6	2	
3.	The volunteer work in the classrom was	6	6		
4.	The volunteer was able to work without much direction from teacher.	6	3	3	
5.	The volunteer was able to keep a good daily schedule.	5	4	3	
6.	The planning time I had with my volunteer was	7	4	1	
7.	Is the program helping students?	Yes 9		No 3	
8.	Comments:				

Table 20

Results of Formative Evaluation Form for Teachers,

Term 3, March 20, 1987

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor

		No. of Responses			
		1	2	3	4
1.	The inservice training for teacher was	7	4	1	
2.	The inservice activities for volunteers were	8	3	1	
3.	The volunteer work in the classroom was	10	2		
4.	The volunteer was able to work without much direction from teacher.	7	2	3	
5.	The volunteer was able to keep a good daily schedule.	6	4	2	
6.	The planning time I had with my volunteer was	10	2		
7.	Is the program helping students?	Yes	12	No	
8.	Comments:				

Table 21 reveals the responses of 10 classroom and 2 special area teachers who thought the entire program was beneficial to students, volunteers and themselves. The comments section told of their effective use of particular skills of the volunteers, and how the program increased their versatility to be able to design tasks and activities which took advantage of such skills. However, areas they indicated that needed improvement were volunteers being able to work without much direction from teacher and volunteers being able to keep a good daily schedule.

Table 21

Results of Summative Evaluation Form for Teachers, Term 4, June 1, 1987

Key: 1=Excellent 2=Good 3=Needs Improvement 4=Poor	No. of Responses			
	1	2	3	4
1. The inservice training for teachers was	10	2		
2. The inservice activities for volunteers were	12			
3. The volunteer work in the classroom was	12			
4. The volunteer was able to work without much direction from teacher.	8	3	1	
5. The volunteer was able to keep a good daily schedule.	8	2	2	
6. The planning time I had with my volunteer was	12			
7. Is the program helping students?	Yes 12	No ___		
8. Comments:				

The Volunteer Program Evaluation Form (see Appendix K) which was administered to 35 participants at the end of the program produced very impressive and positive results. Teachers felt that the assistance of volunteers afforded them more time to individualized instruction and services, the motivation and enrichment activities enriched the learning abilities of the students, and volunteers were the liason between the school and the community. Volunteers felt that they were gainfully occupied in an environment which provided successful and satisfying experiences. They felt useful and appreciated

by teachers and students alike.

Table 22 highlights the results of the first part of Volunteer Program Evaluation. This part was a six-statement device.

Table 22

Results of Summative Volunteer Program Evaluation, June 5, 1987

Statements	No of Responses Scale: Met- - - - - - - Not Met 5	4	3	2	1
1. Freeing teachers and other staff members from routine instructional and non-instructional tasks.	35				
2. Assisting teachers and other staff members to individualize instruction and services.	35				
3. Providing enrichment and motivational experiences beyond those normally available to children in the school.	30	5			
4. Providing volunteers with accurate information about school policies and different modes of learning.	35				
5. Obtaining input from volunteers about community needs, desires, and concerns.	32	3			
6. Providing a supportive, cooperative environment in which volunteers experience success and satisfaction from their contributions.	31	4			

7. What do you see as the major strength of the volunteer program?

(see page 86)

8. What are your suggestions for improvement of the program?

(see page 86)

9. If possible, please give an example of how a specific child or group of children was helped by you (if you are a volunteer) or by a volunteer under your supervision (if you are a staff person).

(see page 86)

The second part of the evaluation consisted of three open-ended questions specifically designed to encourage elaboration as well as suggestions for improvement.

In their comments volunteers expressed delight in assisting in the classroom and interacting with the children, seeing the children's progress, feeling useful, and being appreciated by staff and students alike. Of particular significance to several parents was their pleasure in being able to observe their own children in the classroom, seeing them work in the programs designed for them, and playing a role in the process of their children's schooling. One participant expressed her hope that the "volunteer system continues and that parents are made more aware of the value of helping out in the classroom." Teachers commented that the program helped parents and teachers to appreciate each other as people who affect the lives of children and to understand one another's needs. They reacted very favorably to the quality of volunteers and to the assistance they provided in working with students. In addition, teachers felt that the volunteer program increased parent support of the various activities of the school. Suggestions for improvement which were to be used in modifying the program for the following year were:

1. Attendance at one orientation session for volunteers should be mandatory.
2. A greater variety of fundraising activities should be available to interested parents.
3. Orientation sessions for volunteers should put stronger emphasis on:

a. attendance/punctuality,

b. professional ethics.

4. Workshops/meetings for teachers should be held periodically to:

a. encourage networking and sharing of ideas, information, and human resources,

b. explore and remedy program pitfalls.

5. Orientation sessions for new volunteers should be held every two months (or as necessary).

6. Periodic workshops/meetings for volunteers should be held to:

a. provide an overview of changing teacher/student needs,

b. provide additional training in specific tasks.

7. The program needs more volunteers.

8. The program still does not adequately tap the great wealth of parent talent.

The parents who participated in the initiation of this volunteer program had witnessed the benefits their efforts provided for the children. As a result, it appears desirable to continue the program.

During the course of the implementation period, the writer noted in her anecdotal record, several interesting comments made by volunteers, teachers, administrators, and parents. Oftentimes they were viewed as assets to the entire school system.

Some of the comments about the volunteer program were:

— enriches student experiences and increases student motivation,

— frees teachers from nonteaching tasks and assists in individualizing instruction,

— encourages and promotes positive student motivation,

— contributes assistance in program development, training, and support to administrators and teachers,

— fosters positive awareness and public relations between the school and the community,

— stimulates support for public education,

— promotes maximum student learning environments between the school and the community,

— unifies the community and extends life-learning opportunities,

— improves children's attitudes toward school,

— builds a good image for the students,

— takes a new look at the children -teachers have to think about each child as an individual and try to define how someone might help that child.

In one instance, a mother wrote a letter to express her appreciation. She said that the greatest change was that when she and her husband came home from work, they now found the child curled up reading books. This had never happened before, and they are always surprised to come home and the television set turned off and the children reading. Other mothers have mentioned how their children began to try to read newspapers or looked for materials to take to school because they had been stimulated to do so by Mrs. S.

At the end of the semester, school reports carry such comments as, "Since J. had entered the fourth grade, he has become more curious

about the world around him. He has also become more eager to learn. There is improvement in composition and reading." Another teacher reported, "Reading scores increased by 1.5 (one and one-half years). Pupil's interest in reading has increased." Another said, "S. is more confident. He volunteers more frequently in class and is definitely more curious and interested in his surroundings. His attention span has improved greatly." Another one, asked about the change in a child, reported, "Greater interest in reading. Improved attitude towards schoolwork. A much happier pupil." Another teacher reported no change or improvement of grades or reading skills but said that "homework assignments are completed more regularly and there is an increase in attention span."

Conclusions

Participants such as fellow-teachers, volunteer parents, students, principal and writer felt the project to be of real value, not only in the additional help and enrichment given to students, but also in giving parents a clearer picture of the goals of the school. This experience promoted good feelings about the school.

Current research findings (Soar, 1983) show that parent involvement has the advantage of improving the instructional program, expanding available resources, promoting closer contact between parents and teachers, and providing parents an opportunity to make a vital contribution to their children's education and development.

Specific implications of this practicum are evident as follows:

1. Parent participation has a positive effect on children's achievement, and the more extensive the participation, the more positive the results.
2. Parent participation in the learning activities of the school improve self-concept of parents and children, improve school-community relations and better student work habits.
3. Parents' consistent monitoring of children's educational activities has a tremendous impact on children's achievement.
4. When parents become actively involved and work with teachers, students become more successful. Students need lots of motivation that teachers alone cannot provide.
5. Techniques for parent involvement in home learning activities have greater potential for actively involving parents in important exchanges with the teacher that may assist their children's progress in school.
6. Parents are interested in participating in the education of children and are willing to commit time and effort to volunteering. Thus, the parent volunteer is a viable element in improving the quality of education.
7. An additional benefit of a parent volunteer service is to open positive lines of communication between parents and staff and to help parents understand and support a school's programs, thereby strengthening home/school relations. In this practicum experience the volunteer

parents reported successfully adapting activities and techniques they had used in the classroom to home use, in this way extending their own children's learning.

8. A successful practicum provides an experience which is mutually rewarding, that is, not only do parents experience personal benefits, but staff members report that such a project adds a challenging new dimension to their role as teachers.

It is the writer's opinion that this practicum experience provided a productive and rewarding experience for all participants. Moreover, the cooperation, collaboration, and involvement of the participants were vital to the successful implementation of this practicum.

Recommendations

The writer would make the following recommendations to anyone wishing to replicate this program:

1. Tailor the parent volunteer program to fit the needs of the particular school in which it will be implemented and the interests of the individuals participating in it. Solicit suggestions from parents as well as staff before selecting goals and designing the program.
2. Create an environment characterized by warmth, a genuine interest in volunteers, and a feeling of appreciation of their services.

3. Appoint a qualified person to lead in the development and implementation of the program.
4. The purposes and needs for an educational volunteer program must be developed early in the planning process.
5. Terms frequently used during the early stages of the process must be defined for everyone to enhance communication.
6. The program developers should outline the advantages and disadvantages for organizing an educational volunteer program.
7. Parents, teachers, administrators, students, and other community resource personnel must be involved in the initial planning for the program.
8. The process for organizing and maintaining a school volunteer program should be sequential.
9. Effective public relation campaigns must be organized and implemented continuously.
10. Inservice activities must be developed for teachers, volunteers, administrators, parents, and others in the program.
11. Program evaluation should be continuous.
12. In order to have effective working relationships between teachers and volunteers, the desires of the teachers should be based upon the skills of the volunteers.
13. Consultants for inservice activities can be secured from a variety of source; for example, public schools,

district personnel, business organizations, or colleges or universities.

14. Effective findings in the preservice program should be disseminated to other interested persons.
15. Begin with only a few volunteers and work others in gradually. Place volunteers into particular roles by matching their interests, skills, talents, and time to the needs of teachers.
16. Remember that some volunteers find variety stimulating while others prefer to do one type of job. Be sensitive to each parent's need for variety and challenge in his/her work.
17. Identify parent volunteers that possess special knowledge and competencies. Encourage them to use their skills in providing training and support for new volunteers.
18. Encourage volunteers to express their needs and teachers to accommodate their choices whenever possible. Take care not to over- or under-utilize volunteers.
19. Continue to revise and expand volunteer possibilities throughout the school year to reflect the changing needs of the school's program and to maintain the vitality of the volunteer program.
20. Arrange materials so they are available to volunteers who arrive unexpectedly or when teachers are involved with children. Include a selection of materials that can be easily understood by parent volunteers and carried out with minimal supervision.

21. The keeping of written records and the use of forms is essential to the proper evaluation of a program. Resistance to paperwork, however, is common and to be expected. Therefore, be prepared to educate participants regarding the benefits of evaluation. Design forms that may be completed quickly and easily and keep such paperwork to a minimum.

22. Develop handbooks for both staff and volunteers. Such handbooks might contain information regarding:

    --volunteer program philosophy and goals
    --roles, rights, and responsibilities of program participants (teachers and volunteers)
    --pertinent school policies and procedures
    --names and positions of key personnel
    --developmental stages for particular age groups
    --suggestions for working with children
    --volunteer activities, job descriptions
    --samples and instructions for use of record-keeping devices and other forms.

23. Inservice training should be designed to accommodate the needs of teachers and volunteers.

24. All participants (teachers and volunteers) should be actively involved in the developmental plans for improvement of the program.

25. Suggestions, opinions, and ideas given by volunteers should be taken into consideration.

26. Create a feeling of "belongingness". Assure volunteers that they are a vital part of the program and school, who are all working for the common good of the children and the community.

Dissemination

A copy of this practicum will be placed in the writer's school media center and/or in the teachers' professional library for professional use. Copies will also be sent to the County Public School Instructional Division, Community Volunteer Division, and Teacher Education Center for use as Resource Material.

Plans are being made to compile two sets of written guidelines in handbook form--one for teachers and one for volunteers--from the material developed for this practicum. Each set will include material covered at the orientation sessions for teachers and volunteers--that is, program philosophy and goals; roles, rights, and responsibilities of participants; program policies and procedures, information pertinent to working with young children; samples of various forms and suggestions for their use.

It is the writer's intention to make this handbook available to teachers and volunteers in the public school system, and anyone else who might be interested.

Finally, in view of the wide applicability and timeliness of the material presented in this practicum, the writer intends to submit a copy to the Clearinghouse on Elementary Education for their consideration for inclusion in the Educational Resources Information Center (ERIC). If accepted, it will become available as a resource to students and educators across the nation.

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APPENDIX A

PTA ATTENDANCE RECORD 1986-87

Intermediate Grades

Date of Meeting	Parents Attending		
	Grade 4	Grade 5	Grade 6
Total			

APPENDIX B

RECORD OF PARENT/TEACHER CONFERENCE 1986-87

	No. of Conferences Scheduled					No. of Parents Attending					
Grade 4:	Terms 1	2	3	4	Total	1	2	3	4	Total	Percentage
Class A											
Class B											
Class C											
Grade 5:											
Class A											
Class B											
Class C											
Grade 6:											
Class A											
Class B											
Class C											
Class D											

APPENDIX C

HOMEWORK ASSIGNMENT RECORD - 1986-87

	# of Students in Class					# of Students who consistently did homework assignments.					
Grade 4:	Terms	1	2	3	4	Total	1	2	3	4	Total	%
Class A												
Class B												
Class C												
Grade 5:												
Class A												
Class B												
Class C												
Grade 6:												
Class A												
Class B												
Class C												
Class D												

APPENDIX D

Volunteer Sign-in Sheet.

VOLUNTEER'S NAME	GRADE	DATE	TIME IN	TIME OUT	TEACHER'S NAME

APPENDIX E

VOLUNTEER RECORD

for

Occasional Volunteers

(Field Trips, Parties, Swimming Supervision, Other)

DATE	VOLUNTEER'S NAME	ACTIVITY	Number of HOURS

APPENDIX F

Record Form for

Volunteers Working at Home.

DATE	VOLUNTEER'S NAME	ACTIVITY	TEACHER	Number of HOURS

APPENDIX G

Volunteer Activity Log Book - Term 1

Grade 4	Week	Date	Volunteer's Name	Activity	# of Hours	Teacher's Name
Class A	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
Class B	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
Class C	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					

APPENDIX H

PARENT VOLUNTEER RECORD

SCHOOL YEAR 1986-87

Grade	Term	No. of Volunteers Who Participated Each Term	No. of Hours
School and Home Volunteers 4	1 2 3 4		
5	1 2 3 4		
6	1 2 3 4		
Occasional Volunteers Office Clerk	1 2 3 4		
Media Center	1 2 3 4		
Exceptional Education	1 2 3 4		
Total			

APPENDIX I

PROGRESS EVALUATION FORM FOR VOLUNTEERS

Name of
Volunteer (Optional): _____

Class : _____ Date: _____

This information is needed in order for the coordinator to work toward an improved program for volunteers, students, teachers, and others. Information from this survey will be treated in a highly confidential manner.

Key: 1 = Excellent 2 = Good 3 = Needs Improvement 4 = Poor

	1	2	3	4
1. My role in the classroom is				
2. My inservice training was				
3. Planning with my teacher is				
4. My relationship with the students is				
5. My relationship with the teacher is				
6. My attendance in the class is				

7. My talents are properly utilized in the classroom. Yes_____ NO _____

8. Comments:

APPENDIX J

PROGRESS EVALUATION FORM FOR TEACHERS

Name of
Teacher (Optional) _____

Class : _____ Date _____

This information is needed in order for the coordinator to plan a better program for students. Information will be treated in a highly professional manner.

Key: 1 = Excellent 2 = Good 3 = Needs Improvement 4 = Poor

	1	2	3	4
1. The inservice training for teachers was				
2. The inservice activities for volunteers were				
3. The volunteer work in the classroom was				
4. The volunteer was able to work without much direction from teacher.				
5. The volunteer was able to keep a good daily schedule.				
6. The planning time I had with my volunteer was				

7. Is the program helping students? Yes _____ No _____

8. Comments:

APPENDIX K

VOLUNTEER PROGRAM EVALUATION

Position: _____

Using the following scale, select the number which represents the extent to which you think that the following goals of the volunteer program were met:

5 4 3 2 1
Met Not Met

_____ 1. Freeing teachers and other staff members from routine instructional and non-instructional tasks.

_____ 2. Assisting teachers and other staff members to individualize instruction and services.

_____ 3. Providing enrichment and motivational experiences beyond those normally available to children in the school.

_____ 4. Providing volunteers with accurate information about school policies and different modes of learning.

_____ 5. Obtaining input from volunteers about community needs, desires, and concerns.

_____ 6. Providing a supportive, cooperative environment in which volunteers experience success and satisfaction from their contributions.

7. What do you see as the major strength of the volunteer program?

8. What are your suggestions for improvement of the program?

9. If possible, please give an example of how a specific child or group of children was helped by you (if you are a volunteer) or by a volunteer under your supervision (if you are a staff person).

APPENDIX L

CALENDAR PLAN - SCHOOL YEAR 1986-87

Preplanning

September 1 to October 1	- Practicum writer meets with principal, teachers, parents (PTA) to discuss the initiation of a parent volunteer program - selection of advisory council - preparation of necessary materials (such as Teacher Needs Assessment Forms, Volunteer Availability Questionnaire, Volunteer Availability Checklist) - distribute Teacher Needs Assessment Forms - distribute Recruitment Letter with Volunteer Activity and Availability Form - distribute Volunteer Information Form
October 1 to November 1	- prepare list of volunteers - activities preferred and times available - plan separate orientation meeting for staff and volunteers - develop and duplicate forms to be

	discussed at orientation meetings
	- staff orientation meeting
	- volunteer orientation meeting
	- selection of advisory council
	- selection of committee members
	- recruit volunteers
	- training for advisory council
	- interview potential volunteers
	- select volunteers
	- discussion of goal and objectives for volunteer program
	- discuss volunteers' duties and responsibilities
	- match volunteers' interests with teachers' needs
November 1 to December 30	- preservice training
	- placement of volunteer
	- inservice workshop
	- informal group discussion sessions
	- committee leaders report work progress to coordinator
	- formative evaluation Appendices I & J
	- report to PTA meeting
	- open house - parents will meet teachers, volunteers, and will gather information about children's progress

	- recruitment sessions will continue
	- inservice sessions will be held
	- conflicts will be resolved
	- feedback will be given
	- recognition of parent volunteers
January	- recruitment sessions will continue
	- workshops will be held
	- placement of volunteers
	- committee members report to practicum writer
	- formative evaluation
	- feedback will be given
February - March	- volunteers will continue to assist teachers in classrooms, in social, and cultural activities of the school
	- practicum writer will check teachers' grade books for students' homework assignments and attendance of parents to parent teacher conferences
	- inservice workshops
	- formative evaluation of volunteer program
	- on the job training
	- PTA meeting - practicum writer will report on volunteer activities, and

	the response of children to volunteers
April	- check attendance of parents to PTA meeting
	- check volunteer activity log book
	- make changes if necessary
	- general meeting with committee members
	- meeting with teachers
	- meeting with parent volunteers
	- inservice workshop
May	- formative evaluation of volunteer program
	- evaluation of students' activities in relation to specific objectives
	- PTA meeting - principal will recognize volunteers
	- display of students' projects completed with volunteers' assistance
	- inservice workshop
	- students will recognize volunteers
	- thank-you letters will be sent to all volunteer participant
	- plan an awards program for the volunteers

June	- complete a summative evaluation of volunteer program
	- complete a summative evaluation of specific objectives
	- analyze data collected
	- revise the plan - as accomplished during the year
	- results of summative evaluation will be given to participants at inservice workshops
	- recognize the teacher contributions in the program
	- conduct an awards program (banquet) for the volunteers
July	- write and submit the practicum

APPENDIX M

TEACHERS' NEEDS ASSESSMENT

This form has been designed in an effort to secure input from you with reference to services volunteers should be prepared to render as assistants in the teaching-learning environment in your class.

Name:_____ Class:_____

As you consider the responsibilities of classroom teachers, kindly check the items listed below which you feel constitute classroom needs that may be resolved by recruiting and training community volunteers.

_____Library assistant
_____Bus duty
_____Playground supervision
_____Supervise classes while teachers attend departmental meetings (approximately one hour)
_____Prepare mini-books from used or discarded textbooks and magazines
_____Laminate material
_____Duplicate materials (collate and staple)
_____Monitor classes during testing
_____Recording grades
_____Prepare bulletin boards and displays
_____Assisting with the collection of monies
_____Demonstrate special arts and crafts techniques
_____Serving as tutors (indicate areas: Mathematics, English, Social Studies, etcetera)
_____Taking children to lunchroom
_____Serving as chaperones on field trips and other occasions
_____Performing other tasks

Please list additional services you feel volunteers can render in your school:

_____

_____

APPENDIX N

RECRUITMENT LETTER

Dear _____:

Our children are our most important resources. We share a common purpose which is educating children. Many children need individualized attention and you have varied experiences which can help our children grow. You can help many of our children in school. We need volunteers to help the teacher in ways which will allow him/her to provide more personal assistance to our children. "Their lives are in our hands today. Our lives will be in their hands tomorrow."

A list of activities which can be done by volunteers is attached. If you have a special ability or interest which has not been listed, please insert it on the bottom of the sheet. If you are interested in serving as a volunteer, please contact us.

You are invited to meet with the volunteer coordinator to discuss your participation as a volunteer.

DATE : _____

TIME : _____

PLACE : _____

Sincerely,

.....
Principal

.....
Volunteer Coordinator

SCHOOL VOLUNTEER ACTIVITY AND AVAILABILITY FORM

Date: _____ Interviewer: _____

Applicant Information:

Name: _____

Address: _____

_____

Phone Number: Home _____ Office _____

Age: _____ Sex: _____ Education: _____

Do you have transportation?: Yes _____ No _____

Volunteer Experience: _____

_____

Work Experience: _____

_____

Hobbies/Special Skills: _____

Major area of studies/training: _____

Check grade levels you prefer to work with: K ___; 1.___; 2 ___;

3 _____; 4 _____; 5 _____; 6 _____

Primary area of interest:

_____ Assist in the classroom

_____ Make bulletin boards, posters and displays

_____ Tell stories to children

_____ Listen to children read

_____ Help set up or assist in learning center

_____ Work with individuals or small groups on special projects

_____ Help in the library

_____ Make instructional games

_____ Visit parents at home

_____ Act as an interpreter for non-English students

_____ Work with audio-visual materials

_____ Work on the playground

_____ Tutor in math

_____ Assist in the clinic

_____ Sponsor a club

_____ Provide clerical assistance

_____ Work at home-visit other parents

_____ Arrange field trips

_____ Chaperone children on field trips

_____ Other (please specify) _____

_____

Days and times available:

Hour	8	9	10	11	12	1	2	3	4
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

APPENDIX O

SCHOOL VOLUNTEER INFORMATION FORM

NAME: _____
(LAST) (FIRST) (INITIAL)

ADDRESS: _____ (PHONE) _____

EDUCATIONAL BACKGROUND:

_____ 11th grade or below

_____ High School Diploma or equivalency

_____ Vocational Training (Area) _____

_____ College Training (Area) _____

_____ Masters Degree (Area) _____

_____ Other(s): Please specify: _____

EXPERIENCES AND SKILLS: Please check any special experiences or skills you have had which might be helpful in assisting in the school.

_____ Assisting in schools.

_____ Serving as a tutor for children and/or adults.

_____ Teaching Experience: Elementary _____ (Grade)

Secondary _____
(Area)

College _____
(Area)

Other teaching experiences: _____

_____ Babysitter

_____ Administrator (Area) : _____

_____ Business and/or Industry (Area): _____

Please list travel experiences: _____

Please list arts and crafts skills you possess: _____

_____

Please indicate other experiences and skills: _____

_____

APPENDIX P

INTERVIEW TECHNIQUES OF SCHOOL VOLUNTEERS

1. Greeting (State the name of the interviewee as well as your name clearly).

2. State your purpose (if necessary, write it down, perhaps a brief outline could facilitate this need).

3. Suggested questions:

Do you have children attending school(s) in this system or district? Yes _____ No _____

If yes, list school(s): _____

_____

Are you available to serve in the school as a volunteer?
Yes _____ No _____

If the response is "No", try to determine why.

If the interviewee is reluctant, do not persist, but express appreciation for the interview.

If "Yes", what time(s) are you available?

_____

What would you like to do in the school?

(State possibilities: tutoring, reading to children, serving as a chaperone, other(s).

_____

Are you willing to participate in training sessions which will be designed to equip you with additional skills to serve in the school? Yes _____ No _____

4. Thank the interviewee and indicate that you will contact him/her regarding future activities.

APPENDIX Q

INDIVIDUAL SELECTION LIST

(School Volunteers)

MEMO TO:

From:

Date:

The following individuals have been interviewed by me, and have expressed a desire to serve as a school volunteer. Therefore, I recommend these persons for screening by the Screening and Selection Committee: (Include name, address and telephone number.)

_____

_____

_____

_____

_____

APPENDIX R

GROUP SELECTION LIST

(School Volunteers)

MEMO TO:

From:

Re:

Date:

The following individuals are hereby recommended to receive training and to ultimately serve as volunteers in the school.

This recommendation has been made based upon the desire of these persons to serve in the school and the personal qualities they possess.

We trust that they will meet with your approval.

APPENDIX S

VOLUNTEER INVITATION TO ORIENTATION MEETING

October 8, 1986

Dear Volunteer:

We are pleased that you have agreed to serve as avolunteer in the Coral Terrace Elementary School. As a means of providing you with a better understanding of the purpose of the volunteer program and your role as a volunteer, we are planning an orientation session to be held on 10/22/86 at 2:00 p.m. in Room #30 at _____ Elementary School. Your presence is urgent and will be appreciated.

We are sure that you will find your experiences in working with children and school personnel to be a very enjoyable and rewarding one. We look forward to seeing you and answering any questions you may have regarding the program on 10/22/86 at 2:00 p.m.

Thank you for the interest shown in the volunteer program.

Sincerely,

_____
Chairperson

APPENDIX T

ORIENTATION MEETING

October 29, 1986

Agenda

Presiding: Coordinator of Volunteer Program

Greetings

Purpose of Volunteer Program

Goals and Objectives of Program

Strategies for Planning, Implementing and Evaluating A School Volunteer Program

Questions and Answers

Discussion

Projections

Adjournment

APPENDIX U

NEEDS ASSESSMENT FOR INSERVICE

Return to: Volunteer Coordinator

_____

_____

Directions: Identify the three areas in which you need additional inservice training (1 = first choice; 2 = second choice; 3 = third choice)

_____ Listen to children read

_____ Tutor in math

_____ Reading stories to children

_____ Assist in clinic

_____ Provide clerical assistance

_____ Work with audio-visual materials

_____ Help in library

_____ Make instructional games

_____ Tell stories to children

_____ Discuss special interest

_____ Other---Please specify:_____

_____

____ Arrange field trips

____ Motivate parents to get involved in children's education

____ Work at home-visit other parents

____ Motivate parents to support school activities

____ Provide enrichment activities for students

Name: _____

Address: _____

_____

Phone#: _____